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In a curriculum project designed to establish guidelines for teacher use in planning homemaking education, the choice of resource materials was based on the philosophy of home economics education, socioeconomic trends, and the developmental tasks of adolescence. A conceptual framework was formulated which served as a basis for the scope and sequence, and outlines of both are included in the document. Concepts were selected according to relevance to various grade levels and their value as fundamentals to build upon, and focused on problems of families and individuals in the area of family relations and child development. A wide variety of ideas and suggestions to aid in developing specific plans for teaching the identified concepts are included in the document. Resource materials at each grade level are organized according to introductory statements, unit objectives, content, educational experiences, and evaluation ideas, with generalizations listed for each concept. Educational experiences are listed according to cognitive levels: knowledge, application, analysis, and evaluation. Major concepts are: (1) Nature of the family, (2) Effect of the family on the maturation of the individual, (3) Interaction of individuals with each other in a family, (4) Relevance of various activities of a family, and (5) Interaction of the family with the community. Texts and references are listed in the appendix. (FP)

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PROGRAM PLANNING
for
HOME ECONOMICS
IN SECONDARY SCHOOLS
of
MINNESOTA

Resource Units in Family Relationships and Child Development

Secondary School
Grades 7 - 12

CURRICULUM BULLETIN NO. 12B

STATE OF MINNESOTA
DEPARTMENT OF EDUCATION
St. Paul

1967

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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St. Paul

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MEMORANDUM

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FROM: (Person) Donald L. Clauson (Agency) State Department of Education

(Address) Centennial Building, St. Paul, Minnesota 55101

DATE: April 25, 1969

RE: (Author, Title, Publisher, Date) Program Planning for Home Economics in Secondary Schools of Minnesota. Grades 7-12. Resource Units in Family Relationships and Child Development. Curriculum Bulletin No. 12B. Minnesota State Department of Education

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Grade 11 — Looking Forward to the Future

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FOREWORD

As changes occur in society, teachers of all vocational subjects in the secondary schools examine their curriculums and the contribution being made to the lives of their students. Early in 1960 the state home economics staff, teacher educators and the home economics representatives on the State Advisory Council on Vocational Education gave much time and thought to a state-wide curriculum project. This project began in the fall of 1963 under the guidance of Dr. Fern Horn, Professor of Home Economics Education, University of Minnesota.

Classroom teachers, teacher educators, and supervisors have been actively involved in the development of the materials through curriculum classes, workshops, and in-service conferences. Teacher educators from many institutions in the state which prepare teachers of home economics have helped with the in-service meetings.

A good vocational home economics program does not just happen; it is the result of considered decisions on the part of many persons. We hope the curriculum materials will help teachers plan and implement a program that will meet the purposes of home economics education.

State Director
of Vocational Education

ACKNOWLEDGMENTS

Grateful acknowledgment is extended to the many persons who contributed to the development of these resource materials for use by teachers of home economics in the state of Minnesota.

Dr. Fern Horn, Professor of Home Economics Education, University of Minnesota, has served as director of the curriculum workshops and has coordinated the state-wide curriculum project.

Almost every home economics teacher in Minnesota, a number of teacher educators, and some extension personnel have participated in the project, but special recognition is given to the following people who prepared materials as part of their course work in HE ED 160A, Curriculum Development, at the University of Minnesota.

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Judith Wright

The task of coordinating and developing any additional materials for the child development aspects of the curriculum project was accomplished by the following people in a special workshop held from August 3-7, 1964, at the University of Minnesota.

Betty Burklund
Marie Christenson
Sue Croswell
Dianne Kieren
Lila Thurston
Judith Wright

The task of coordinating and developing any additional materials for the family relations aspects of the curriculum project was accomplished by the following people in a special workshop held from July 19-23, 1965, at the University of Minnesota.

Ferial Abraham
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Alicia Nelson
Marjorie Netwal
Frances Olson
Genevieve Olson
Hildegarde Palo
Judith Ringsmuth
Theresa Rowan
Julia Rowe
Cecelia Sudia

It is believed by those who helped develop these resource materials that curriculum development is an ever-changing process.

State Supervisor of
Home Economics Education

Donald L. Clauson, Director of Curriculum

Patricia McComb, Editor

DEVELOPMENT OF RESOURCE MATERIALS

Curriculum development is a continuous process which requires the synthesis of the bases utilized in the identification and organization of materials for teaching. The bases used in the development of the resource materials for this project are the philosophy of home economics education, socio-economic trends, and the developmental tasks of adolescence. These trends are discussed in the bulletin, Program Planning for Home Economics in Secondary Schools of Minnesota.

With this background, the participants studied further the development of concepts, stating of objectives, and the development and organization of educational experiences. The generalizations[1] developed by the various workshops sponsored by the Home Economics Branch of the United States Office of Education were utilized while the taxonomies[2] served as a basis for the stating of objectives, selecting of content, and organizing of experiences.

In the study of the field of home economics the importance of structure as discussed by Bruner[3] was reviewed. The following conceptual framework was then compiled from a number which were developed by various students who had used the outline developed by the national workshop participants as their basis. This framework was subsequently utilized by the state workshop participants as a basis for the scope and sequence. It was the concern of the workshop personnel to select the concepts most relevant for the various grade levels at which home economics is taught and to build upon these as a student would progress through the curriculum. After much deliberation it was decided to incorporate management, equipment, art, and relationship concepts wherever needed instead of developing separate units for each.

USE OF RESOURCE MATERIALS

It was the intent of the director of the curriculum project to make available for classroom teachers a wide variety of ideas and suggestions to aid them in developing specific plans for teaching. Included, also, are a number of suggestions for home experiences and FHA activities.

The occupational aspect of the home economics program was not considered in the development of these materials. The problems of families and individuals in the area of family relations and child development was the basis for the selection of the concepts to be incorporated.

These materials are to serve as a guide. It is not necessary to use all of the suggestions under each objective as it was the concern of those developing the materials to suggest ideas for a variety of learning situations. Teachers are expected to adapt the ideas and use them as a foundation on which to develop a program with depth and quality. Nor is it assumed that all students will cover the suggested objectives given for each grade level. Teachers will need to adjust the suggestions to fit the learners in their classrooms. It is hoped, therefore, that each teacher will plan her program to fit her situation and provide experiences that are challenging to her students and in harmony with the philosophy of home economics.

CONCEPTUAL FRAMEWORK FOR FAMILY RELATIONS AND CHILD DEVELOPMENT

I. Nature of the Family
    A. Relationship of the family to all societies
    B. Importance of interpersonal relationships in a family
    C. Importance of the family in producing and caring for children
    D. Relationship of economic independence and the family

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[1] Curriculum Conference Report. Washington, D. C.: Home Economics Branch, U. S. Dept. of Health, Education, and Welfare.

[2] Bloom, Benjamin S. and D. R. Krathwohl. *Taxonomy of Educational Objectives.* Bk. 1, *Cognitive Domain.* McKay, 1956. Bk. 2, *Affective Domain.* McKay, 1964.

[3] Bruner, Jerome S. *The Process of Education.* Cambridge, Mass.: Harvard University Press, 1960.

E. Effect of various combinations of individuals on family life
    1. Influence of grandparents
    2. Problems of a one-parent family
    3. Effect of children
    4. Effect of the extended family
    5. Influence of previous marriages

F. Relationship of family cycle of development to the individual and the family
    1. Problems inherent in the pre-marital phase
        a. Importance of the dating period
        b. Influence of mate selection
        c. Relationship of engagement to marriage
    2. Problems facing the individual during the establishment phase
        a. Adjusting to spouse
        b. Choosing a place to live
        c. Managing a home
    3. Problems facing the individual while the family expands
        a. Influence of pregnancies and birth of children
        b. Effect of need for space
    4. Effect of the contracting family on family life
        a. Effect of change in financial demands
        b. Influence of change in roles

II. Effect of the Family on the Maturation of the Individual

A. Effect of parents' precepts and example on the personality of the child

B. Importance of the family in helping the child learn adult roles
    1. Importance of play in development of the child
    2. Effect of socialization practices

C. Influence of the family on acceptance and development of self

D. Effect of family life on the development of adult responsibilities

III. Interaction of Individuals with Each Other in a Family

A. Effect of husband-wife relationship on family life

B. Effect of parent-child relationship on family life

C. Effect of sibling relationships on family life

D. Influence of other relatives in the home

E. Influence of non-relatives and employees in the home

IV. Relevance of Various Activities of a Family

A. Effect of various decision-making approaches on family life

B. Importance of the family's attitude toward leisure

C. Effect of consumer decisions on family life

D. Influence of cultural, moral, and spiritual values and attitudes

E. Relationship of home production to the family

F. Effect of maintaining their living unit

G. Influence of clothing care on the family

H. Effect of rest and nourishment on family life

I. Importance of education within the family

J. Influence of the way a family earns its living on members of the family

V. Interaction of the Family with the Community

A. Importance of the community's influence on the family
  1. Effect of mass media
  2. Correlation of economic conditions and opportunities with family life
  3. Influence of peer group and/or social group at different ages
  4. Importance of the community's moral code
  5. Influence of law enforcement agencies and legislation on the family
  6. Effect of groups such as churches, PTA, for example, on family life
  7. Relationship of opportunities the community provides for education, shopping, leisure, and services
  8. Importance of various agencies in helping the family

B. Importance of the family's influence on the community
  1. Importance of the way family members earn a living
  2. Influence of the family's participation in organizations
  3. Effect of the family's participation in politics
  4. Importance of family attitudes toward others
  5. Correlation of family stability to the stability of the community

SCOPE AND SEQUENCE FOR FAMILY RELATIONS AND CHILD DEVELOPMENT

UNDERSTANDING OURSELVES AND OTHERS — Grade 7
(6 weeks)

I. Effect of personal development
  A. Relationship of physical, emotional, and social development
  B. Influence of environment
  C. Influence of health habits on personal appearance

II. Relationship to family and peer group
  A. Understanding and accepting differences among people
  B. Effect of personal values on positive relationships
  C. Responsibilities in the home
  D. Responsibilities in the school
  E. Responsibilities in the community

III. Relationship to siblings and other young children
  A. Growth and development of the child
    1. Effect of growth and development on behavior
    2. Influence of the purpose of the choice of play activities and materials
  B. Routine care of children
    1. Development of sound sleeping habits
    2. Development of sound eating habits
    3. Learning to dress self
    4. Prevention of children's accidents

LIVING HAPPILY WITH FAMILY AND FRIENDS — Grade 8

I. The individual's development within the family
  A. Development of personality
    1. Importance of emotional behavior
    2. Effect of social behavior
    3. Development of ethical values
  B. Influence of growth patterns to responsibility
  C. Relationship of family tradition and beliefs to values and goals
  D. Management of self
    1. Principles of money management
    2. Management of time and energy

II. Relationship to peer group
  A. Influence of peers
  B. Importance of boy-girl friendships

THE GIRL—HER FAMILY, FRIENDS, AND COMMUNITY — Grade 9

(9 weeks)

I. Family contribution to development as an individual
  A. Mutual acceptance and support in the family
    1. Responsibilities and privileges of family membership
    2. Importance of mutual needs and expectations
    3. Effect of communication with parents
    4. Influence of adolescent loyalty to parents
  B. Relationships with community
    1. Influence of societal changes
    2. Sensitivity to others
    3. Responsibilities as a citizen

II. Importance of the identity of self
  A. Growing toward self-control
  B. Development of behavorial patterns
    1. Influence of values
    2. Development of value systems
    3. Development of social behavior
    4. Influence of mass media in the use of leisure
  C. Influence of communication with peers
    1. Functions of dating
    2. Influence of dating practices

III. Relationship of adolescent behavior to the development of children
  A. Developmental needs of a growing child
    1. Influence of patterns of growth
    2. Importance of meeting the child's physical needs
      a. Food for a balanced diet
      b. Sleep and rest needed by children
      c. Clothing for children
  B. Effect of the social world upon the pre-school child
    1. Influence of social experiences upon development
    2. Development of a sense of right and wrong
      a. Factors involved in habit formation
      b. Need for respect, understanding, and acceptance
    3. Relationship of sex differences to role behavior
      a. Differences in interests of boys and girls
      b. Differences in behavior patterns
    4. Importance of developing independence
    5. Need for relationships with others
  C. Relationship of play to the growth and development of children
    1. Play as a tool for growth
    2. Development of creative expression through play
  D. Relationship of personality development to emotional and intellectual growth
    1. Relationship of personality development to maturity
      a. Formation of a personality
      b. Identification with adults as models
      c. Influence of mass media on children
    2. Emotional development of the child
    3. Language development of the child

Grade 10

It is suggested for those having a tenth grade class that the section on "Identify with Self" from the ninth grade and the part on management from the eleventh grade be utilized in planning.

LOOKING FORWARD TO THE FUTURE — Grade 11

(3-4 weeks)

I. Relationship of the individual to parents and siblings
  A. Change from dependence to independence
  B. Development of a sense of responsibility to the family

II. Development of a philosophy by which to live
  A. Influence of personal values
  B. Influence of emotional development

III. Preparation for adult responsibilities
  A. Development of the decision-making process
  B. Differing roles of woman
  C. Contributions to management of the home

THE FAMILY IN THE MODERN WORLD — Grade 12
(one year)

- I. The family in world perspective
  - A. Cultural differences in relation to family behaviors and functions
  - B. Social forces affecting families in American subcultures
    - 1. Functions of the family
    - 2. Influence of different types of families
    - 3. Effect of social and economic change
    - 4. Relationship of the stages of the family life cycle
  - C. Interaction between family and community
    - 1. Influence of community responsibilities
    - 2. Effect of social forces upon the family and community
  - D. Problems of social behavior
- II. Values as a basis for interpersonal relationships
  - A. Role of values in interpersonal relationships
    - 1. Difference between values and facts
    - 2. Influence of values held
  - B. Influence of the sources of personal values
    - 1. Sources of values
    - 2. Development of values
  - C. Influence of conflicting values on interpersonal relationships
- III. Preparation for marriage
  - A. Importance of personal readiness
  - B. Effect of mate selection
  - C. Role of the engagement period
  - D. Relationship of the various aspects of marriage
- IV. Establishment phase of marriage
  - A. Effect of adjustments to new situations and changing roles
    - 1. Importance of adjustment to responsibilities
    - 2. Relationship of intellectual and emotional communications
    - 3. Effect of relationships with relatives
    - 4. Influence of changed status in the community
    - 5. Development of a philosophy of life as a couple
    - 6. Use of rational means as a solution to problems
  - B. Problems of family disorientation
  - C. Management of the family income
    - 1. Influence of family values and goals upon spending
    - 2. Effects of consumer practices
      - a. Sources of information
      - b. Influence of buying ability
        - 1) Distribution of income for food
        - 2) Distribution of income for clothing
        - 3) Influence of the housing dollar
        - 4) Importance of use of income for security
        - 5) Influence of car expenses
        - 6) Use of income for recreation and education
      - c. Importance of consumer responsibilities
    - 3. Influence of a plan for spending family resources
- V. Responsibilities of parenthood
  - A. Influence of education in human development
    - 1. Process of conception
      - a. Terms of human reproduction
      - b. Effects of husband-wife relationships
    - 2. Characteristics of pregnancy
    - 3. Importance of pre-natal care of the mother
      - a. Diets for nutritional well-being
      - b. Body changes in relation to the development of the fetus
    - 4. Processes of labor and birth
  - B. Developmental characteristics of the infancy period
    - 1. Development of self
      - a. Effect of the emotional climate in the home
      - b. Expression of emotions
      - c. Need for security
    - 2. Importance of the physical care of the infant
      - a. Contribution of sleep
      - b. Fuel for growth
      - c. Clothing needs of infants and small children
  - C. Needs of the individual during early childhood
    - 1. Uniqueness of the individual
      - a. Personality development of the child
      - b. Socialization processes of the child
      - c. Intellectual development in the growing world
    - 2. Food for children
    - 3. Clothing for children
    - 4. Importance of play and play materials for children
  - D. Growth patterns of the school age child
  - E. Importance of various agencies in helping the family
- VI. Contracting families
  - A. Families as launching centers
  - B. Importance of adjustments during middle years
  - C. Problems of the aging family

GRADE 7

UNDERSTANDING OURSELVES AND OTHERS

Introductory Statement

The twelve-year-old is beginning to develop a concept of how others see her and an interest in personal appearance. Therefore, a section on personal development, including grooming, was placed in this unit. The section on family and group relationships meets the needs of the gregarious seventh grader who is experiencing strong group motivation and uneven social behavior. Since they also need help in developing orderly habits and are gaining maturity in family relations, the section on responsibilities seemed appropriate.

The seventh and eighth grade girl gets along well with very young siblings and may be caring for them. Therefore, this part of the resource unit is planned as a beginning in understanding child care for seventh and eighth grade homemaking classes. It covers some basic knowledge of a child's growth and development, what he learns from play, and the routine care of children. Greater depth for some items in this section will appear at later grade levels. The concept of "learning to dress oneself" is related to concepts appearing in the clothing units.

Unit Objectives

I. Appraisal of the effect of personal development upon the growth of self-confidence.
  A. Analysis of the elements that affect one's personal development.
  B. Analysis of personal characteristics that result from environmental conditions.
  C. Appraisal of the influence of health habits upon personal appearance.

II. Appraisal of the relationship of one's family and peer group to one's development.
  A. Relating differences among people to own experiences. Acceptance of differences among people.
  B. Analysis of the effect of personal values on positive relations with others.
  C. Evaluation of the contributions of a seventh grader toward responsible family living.
  D. Evaluation of the progress toward becoming a more responsible citizen.
  E. Discovery of the role which a teen-ager can take in a community.

III. Appraisal of one's relationships to siblings and other young children.
  A. Evaluation of play experiences in relation to the growth and development of the child.
  B. Analysis of responsibilities in caring for young children.

Unit Suggestions

I. Major Concept: Effect of personal development.

Broad Objective I: Appraisal of the effect of personal development upon the growth of self-confidence.

Broad Generalization: In our society one of the primary functions of families is the production of healthy personalities.

Concept A: Relationship of physical, emotional, and social development.

Objective A: Analysis of the elements which have an effect on one's personal development.

Generalization: The pattern of growth of each individual has an effect upon one's personal development.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Personal development includes one's physical, mental, social, and emotional sides; one's self concept, social	Define terms connected with personal development.	Questions on terms.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
stimulus value, and ability to meet demands of life.		
Growth in early adolescence is a rapid process. Bodily changes are normal and natural at this age. The more one understands oneself, the more one is able to understand others.	Define and give examples of the following: growth, self-confidence, adolescence. Observe differences in size among classmates. Relate to age of student, size of parents. Explore resource materials to discover that: (1) differences at this age are normal, and (2) some predictions for future height can be made. List various physical, mental, social, and emotional characteristics which people may possess.	Verbal quiz on terms.
	Comprehension Discuss growth patterns. Discuss adolescent adjustments. Discuss "self" (Who am I?). Discuss what it means to have confidence in oneself.	
Understanding of "self" contributes to the development of self-confidence. Growth patterns of individuals vary.	**Application** Relate knowledge of typical growth patterns to own development. Start a self-improvement record by recording personal data — height, weight, posture. Set goals for self-improvement.	Write theme on "Who am I?"
The understanding of one's growth pattern will determine the individual's ability to meet the demands of life.	**Analysis** Analyze character traits and their effect upon relationships with others. Discuss the importance of good traits. Observe classmates in school situations—analyze the impressions they make as a reflection of their personal development. Analyze some of one's own traits and how they might affect others.	

Concept B: Influence of environment.

Objective B: Analysis of characteristics in one's personal development which are a result of environment.

Generalization: Variations in one's environment will produce differences in personal development.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
One's environment is composed of one's family, friends, school, church, and community.	**Knowledge and Awareness** Read assignment on environment and its part in personality development. List those characteristics which may be a result of one's environment. List some environmental factors which may influence the development of one's personality, for example, crowding in cities, isolation in urban areas.	Quiz on environmental traits.
	Comprehension Give examples of types of activities in each of the environmental aspects.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Discuss which environmental characteristics can be modified.	Participation in discussion.
	Suggest ways to modify and integrate the elements within one's environment.	
	Application	
The environment in which one has been reared affects one's personal development.	Make a list of environmental aspects that would fulfill specific needs of the development of an individual. Give particular attention to social aspects.	Score lists.
	Buzz groups on how a specific locality may be responsible for producing differences in personal development.	Reports to class.
	Analysis	
Personal development may be enhanced through the richness of opportunities which environment affords.	Analyze own environment and how the richness of experiences has influenced personal development.	Written paper to be graded.
	Have a foreign student speak to class. Have students write a paper indicating what patterns of development may be different from theirs and what environmental factors may have had an influence.	Written paper to be graded.

Concept C: Influence of health habits upon personal appearance.

Objective C: Appraisal of the influence of health habits upon personal appearance.

Generalization: The health habits one practices will have an effect on the personal appearance of each individual.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
A healthy, clean body is a basic requirement for a useful life.	Read resource materials to be able to define terms which are related to good health such as health, posture, muscle tone, glow of skin, gloss of hair, and condition of nails.	Questions on terms.
Competence, efficiency, and social relations are likely to be impaired by poor health.	Study charts to determine best weight for height.	
Body changes are normal and natural.	Have group or individual reports on various aspects of health.	
	Discuss habits of eating that are necessary to insure a clear skin.	
	Demonstration of the proper method of brushing the hair.	
	Beautician to speak on the care and styling of hair.	Quiz on film.
	Film on "Story of Menstruation," Minnesota Dept. of Health.	
	Ask nurse to speak to class on menstruation.	
	Collect pictures for bulletin board of different phases or areas of good health.	
	Comprehension	
	Describe the appearance of a well-groomed person.	
	Describe what makes a person attractive.	
	Discuss ways of overcoming the habit of nail biting.	
	Have a student demonstrate on the proper position for reading and writing.	Observation by the teacher.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Discussion of film. List special problems occurring during menstruation. Discuss personal cleanliness, bathing, use of deodorants, shampoos. Discuss the effect of food and sleep on complexion and feeling physically fit.	
	Application	
An individual learns good health and grooming habits through experience and instruction. Looking one's best gives a feeling of confidence.	Plan to improve three of your habits in order to make a better personal appearance. List the things you will do. Have the students practice walking, walking up and down stairs, sitting on a chair and sofa, and getting in and out of a car gracefully. Develop plan for caring for "personal problems" during school day.	Questions in "question box."
	Set up personal grooming schedule. Sponsor "Glamour Week" at school.	Check a chart of daily schedule that insured good care of the face, teeth, hands, and hair.
	Analysis	
Glow of good health and grooming habits tends to contribute to the beauty of an individual.	Analyze how poor posture can affect the garment you are wearing. Analyze posture in front of full length mirror. In a buzz group, discuss the relationship of good health habits to an attractive person. Report to class on the relationship between general health and condition of hair. Have the students analyze their face and determine the best hair style. Analyze the reasons for special personal cleanliness during the menstrual period.	Write a paper on the value received from the discussion of the objective.
	Synthesis	
	Make a criteria by which a student can judge the progress made in developing a new grooming or health habit. Develop a set of criteria for judging whether or not a person is well groomed.	Criteria.
	Evaluation	
	Check the hours you sleep for one week. Evaluate the results. Evaluate students' grooming habits and how they have improved.	

II. Major Concept: Relationship to family and peer group.

Broad Objective II: Analysis of the relationship of one's family and peer group to one's development.

Broad Generalization: Actions and appearance will affect self-evaluation and relationship with others.

Concept A: Differences among people.

Objective A: Relating differences among people to own experiences. Acceptance of differences among people.

Generalization: Differences among people affect relationships.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Many different types of people make up a society: par-	Study books and magazines relating to unit to continue developing family relationships definitions.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
ents, other adults, siblings, peer groups, friends.	Decide what people make up the adolescent's environment.	
	Discuss family living vocabulary relating to week's work.	Evidences of ability to interpret ideas and information in meaningful ways.
	Pupils indicate definitions which they have developed for words as an outgrowth of learning experiences.	
	Receiving	
	Read and discuss stories from selected areas: 1. New girl moving into community a. girl's feelings and problems b. peer group feelings and problems c. indicate possible actions and solutions for both 2. Feelings of older people a. living alone b. living with a family c. living in a commercial home 3. Families of "different" race, nationality, or religion living or moving in community a. feelings and reactions of the community b. feelings and reactions of couple c. effect of each on children 4. Attitudes of parents or children to certain actions of either. 5. Adolescent attempts to broaden friendships — incorporate friends of different interests, backgrounds, values. a. compare experiences of adolescent b. compare value conflicts experienced	
	Comprehension	
Present-day pressures strengthen or weaken American family life.	Read and discuss references which indicate different roles of individuals in several societies.	
Television, books and magazines do not always present accurate pictures of American family life.	Select one and report to class the significant ideas discovered.	Evidences of ability to recognize significant ideas.
	View a TV program which depicts family living situations. How is this family typical of American families today? How not typical?	Evidences of ability to interpret and apply information to the specific topic or question.
	Read in a book or magazine an article or story about family life today.	
	How is this family typical? How not typical?	
	Discuss what qualities are desired in a good friend. 1. Wholesome interdependence 2. Common interests 3. Democratic attitude 4. Good influence on each other	
	Discuss why friends are important.	
	View film, "Our Changing Family Life." This film	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	contrasts family life in 1880 with that of today. McGraw-Hill.	
	Discuss significant ideas gleaned from the film using guide questions.	Evidences of ability to use the guide questions to assist in recognizing significant ideas and to verbalize these ideas.
	Discuss and determine number of friends needed to develop different interests to the fullest extent.	
	Discuss differences in: 1. Parents 2. Siblings 3. Peer groups 4. Friends 5. Other adults	
	Responding	
	Write a paper on "What to look for in choosing friends."	
	Bring in or draw cartoons depicting various attitudes towards friends; for example, an agreeable friend, a considerate friend, or a selfish friend.	
	Have a "Friendly Week" in school.	
	Make posters.	
	Make a special effort to fulfill the purpose for the week.	
	Discussion: The importance of giving and receiving gifts.	
	Do a small service project for a hospital.	
	Write a special letter to a friend or relative.	
	Application—Valuing	
Relationships with others affect social enjoyment and self-regard; view ourselves as others react to us.	Make one new friend during the week.	
	Plan, prepare, and put up a section of a bulletin board under the heading: THERE'S NO PLACE LIKE HOME: Home is the place where —	Evidences of ability to work cooperatively and productively in a group.
	Work in groups of three or four pupils.	
	Base message on past and present readings, class discussions, and other learning experiences of unit.	Evidences of ability to relate class work to the solution of a problem.
	Discuss each bulletin board message, one member of each group leading the discussion.	
	Self-evaluation using "Check Yourself as a Family Member."	Evidence of individual's contribution to group's work.
	Find cartoons, pictures, or short stories illustrating the following: 1. Places to make friends 2. Choosing friends 3. How to be a good friend 4. Problems concerned with making friends	
	Indicate ways in which you think growth affects the disposition of your friends, older brothers and sisters.	
	Role-play—various feelings affect actions of yourself, friends, teachers, parents.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Predict effect or feelings of a girl or boy who does not develop at the same rate as peer group.	
	Indicate the group's response to the individual. Try to determine the reasons why people treat those who are "different" in this manner.	
	Make a list of ways different types of individuals react to a new person in the community. Example: teachers, older students, younger peer group. Are the reactions different? Guess why.	
	Predict the effect on a girl who is rejected by her peer group.	
	Predict the effect on a girl who is "different" from her group.	
	Predict the effect on a girl who has been disabled in some way. How are her feelings affected? How are classmates affected?	
	Predict the effect on a parent who is rejected by her children because she is "different." Example: does not speak English well, does not dress properly.	
	Suggest solutions.	
	Write a paper or read a story and write a report on the feelings of a "rejected" member of a society. Indicate what the individual might do in this situation. Indicate what the society might do.	
	Students write and present a skit showing reaction of a group to a member whose appearance or reactions do not coincide with their set belief of "goodness" or "rightness." May use a story as a base or example.	

Concept B: Effect of personal values on positive relationships with friends and peer groups.

Objective B: Analysis of the effect of personal values on positive relations with others.

Generalization: Values will affect action and appearance with some influence on social relations.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
All members of an adolescent peer group have similar growth processes.	Define terms: values, friends, acquaintances, actions, cliques, gangs, the crowd. Review: Growth processes, environment.	
Each member of the adolescent peer group has a different environment.		
	Comprehension	
All rational actions are caused.	Discuss values. Write a paper on "What is important to me."	
Values determine actions.	Give an example of an action which might stem from a value. List values an individual might hold. Discuss "Society imposes values on the young."	
	Buzz sessions and reports on meanings of: 1. Understanding starts at home. 2. Every family has problems.	Evidences of ability to analyze the group project and to verbalize the message depicted.
	3. Brothers and sisters are valuable guinea pigs as well as members of one's family.	Evidences of ability to see

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	4. We are all social beings and therefore we have to live with and get along with people all our lives.	meanings in written communication and to verbalize the meaning.
	5. Our privileges should be accompanied by responsibilities.	
	6. Good manners are as important at home as they are elsewhere.	
	7. If we want to be civilized human beings, not hermits who live in caves, we have to learn to be considerate of others.	
	Have a class question box in which girls may place unsigned written problems of family life, that may be used for class discussion.	
	Use role-playing showing family problems. Use this situation: Sue's mother and father have planned a family outing in the mountains. It will take all of Saturday afternoon. Sue would rather go to a movie with her best friend, Judy. Her mother is disappointed. Let the students take the situation from here.	Class discussion. Have students take a family problem and decide the best method of solving the problem — summarize in writing.
	Make a list of ways a girl of junior high age can show her parents that she is growing up.	
	Film: "Developing Friendships," University of Minnesota or Coronet. Discussion of film.	
	Discuss: "First Impressions — How Important Are They?"	
	Choose a friendly, likeable person. List the characteristics of that person.	
	Compile a complete list of personality traits to look for in selecting friends.	
	Have each student pick three characteristics that she would like to develop further and work specially on those.	
	Question box: Each student should write down a problem situation. Some could be answered by role-playing and others by discussion.	
	Role-playing: "How to start a conversation."	
	List topics of conversation.	
	Everyone write down one time during the year when special days are celebrated with friends.	
	Discussion: "Talking with older people."	
	Role-playing: "Making Introductions."	
	Discuss: "The only way to have a friend is to be one." Ralph Waldo Emerson.	
	Panel Discussion: "How to be a better friend."	
	Discuss how to make friends: 1. Associations 2. Friendly attitude 3. Forgetfulness of self 4. Attitudes of giving and sharing 5. Service 6. Letters	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	7. Conversation 8. Sympathy in time of trouble 9. Celebrate certain days	
	Application	
Members of a peer group are affected by similar growth processes.	Write a short example of one of the following ways of becoming a better friend: 1. Respect rights of others 2. Alternate leadership 3. Self-control	Write behavior situations and then have the students apply the behavior characteristic to the situation.
Members of a group are affected by their environment.	4. Cooperation 5. Honesty 6. Dependability 7. Tolerance Dramatize how a baby would act when he was angry in comparison to a mature teen-ager. Make a list of ways you have changed since you were a ten-year-old.	
Values are built from contact with our environment.	Role-play ways or methods one may use in order to get rid of frustrated feelings in an accepted manner. List reasons why children of different families look differently and act differently. Role-play or demonstrate facial expressions for various emotions such as anger, surprise, joy, suspicion, and love. Predict actions which may result from the holding of certain values. Predict effect of holding values different from adult society.	
	Analysis	
Certain actions may have different effects on people.	Listen to and react to pupil comment on buzz session reports completed previously. Discuss the significance of ideas expressed by classmates and their meanings to family members. Discuss the values to be gained as a result of being able to read, view, and listen critically and thoughtfully.	Evidence of ability to relate ideas to what they might mean to family members.
Values will influence actions of individuals.	Analyze situations to determine what values have influenced actions of an individual. Relate an unpleasant incident with another person — try to determine what values affected actions of each individual. Read short story and try to analyze values of each character in story. Analyze situations to determine effect of values on social relationships. Write an essay on the Golden Rule and how it applies to getting along with others.	

Concept C: Responsibilities in the home.

Objective C: Evaluation of the contributions a seventh grader can make to responsible family living.

Generalization: Management of a home requires the ability to gain the willing cooperation of others.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Home management is bringing into harmony all the many and varied activities that are part of living in a family.	Define and give example of the following terms: home, management, responsibility. Have class members list duties which must be done daily in the home and who does them. Talk with parents and grandparents about tools and procedures they use for keeping the home neat and clean.	Have students write a short essay on the topic, "My rights and responsibilities as a family member."
	Comprehension	
	Discuss in buzz groups how family cooperation or the lack of it may affect family harmony. Discuss how being a family member involves both rights and responsibilities. Have panel discussion on how sharing responsibilities aids family relations and develops characteristics of a citizen.	Class discussion.
	Application	
Each member of the family should share in the family privileges and responsibilities according to his age and ability.	Role-play situations that illustrate differences in duties for age and ability. Mock family council on topic of distributing duties.	Class discussion of attitude shown in class.
	Analysis	
Having a sense of responsibility may be one way of showing increasing maturity.	Have situations set up so students may discuss whether responsibility is being shown in home duties, money management, or other family situations. Discuss "Confused Cathy," a girl who is confused in different areas of life. She is always late, hurries and never seems to have time for doing things. She can't find her belongings when she needs them. She can't make up her mind about how to spend her afternoon or how to spend her money. When she makes choices, she often wishes that she had done differently. She thinks other people get all the breaks and feels sorry for herself. She puts off doing her class assignments and her home duties until there is not time for accomplishing them. She is always wishing she was different but never makes the effort to be different. Analyze why Cathy is confused, bringing out that she has not stopped to decide what she really wants and how to act in order to get what she wants and needs, such as: To set goals or clarify what she wants. To learn to make decisions. To organize her belongings and her actions. To make specific plans to achieve what she wants. To see how her attitude affects her accomplishments.	Class discussion of topics.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Interview some parents for ways they convinced their parents they were mature and able to assume greater responsibilities.	
	Compare with methods young people use today.	Evaluate methods used today.
	Synthesis	
	Set up some goals for becoming a more responsible family member.	Class discuss roles.
	Evaluation	
	Write an essay on the topic, "My responsibilities in the home and how I fulfill them."	Essay.

Concept D: Responsibilities in the school.

Objective D: Evaluation of progress toward becoming a more responsible student.

Generalization: Showing responsibility in school, toward fellow students, teachers, and self is an indication of growing maturity.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Responsibility in school is indicated by school courtesy, good study habits, and participation in activities suited to personal abilities.	Discuss what is meant by a "responsible student."	Evaluate pupil participation in school clubs in the light of benefits received and home and school responsibilities.
	Have each pupil list privileges enjoyed at school.	
	Have each pupil list his responsibilities at school.	
	Interview parents about their privileges and responsibilities at job.	
	Have oral reports on aims, activities, and qualifications for membership in school clubs.	
	Film: "The Toddler's Hours of Hazard," Aetna Life and Casualty, Information and Education Dept. Hartford, Conn.	
	Comprehension	
	Panel discussion on the way that a seventh grader can participate wisely in school activities.	
	Application	
A responsible student can adapt himself to changing situations and communicate his ideas to others.	Panel: Give class situations, for example, cheating, new students, emergencies, in which a responsible student may practice leadership skills.	
	Develop a check sheet which includes categories which represent responsibility in school.	
	Develop rotation plan for classroom responsibilities.	
	Analysis	
Developing a sense of responsibility in school may lead to success in later life.	Read stories in CO-ED magazines and write about how the key characters are or are not illustrating a sense of responsibility.	Written assignment discussed in class.
	Synthesis	
	Write a paragraph on the key school responsibilities which will be the type that will be important in later life.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Evaluation	
	Evaluate your progress as a responsible student using check sheet developed in class.	

Concept E: Responsibility in the community.

Objective E: Discovery of the role which a teen-ager can take in the community.

Generalization: Each family is part of a political, regional, and neighborhood community.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
A community is a group of people who have something in common with each other.	Define the terms: "political community," regional community, and neighborhood community.	Pretest.
	Record facts about specific communities of which students are members.	
	Comprehension	
	Discuss how the community needs family and individual participation in order to survive.	
	Discuss the role a teen-ager can take in the community.	
Good citizenship improves with use.	Discuss the differences between constructive and destructive participation in community responsibility.	
	Application	
The family and individual family members can make contributions to each community and are in turn affected by each of them.	Have buzz groups discuss what local community groups, such as the Girl Scouts, can do as community service.	Class discussion of suggestions.
	Have class members set up a check list of their goals for improving community responsibility.	
	Ask community stores, hospitals, and clubs, for example, to list various jobs that a teen-ager could do voluntarily.	
	Set up "Want Ad" bulletin board for individual and group projects that could be done.	
	Write an article for school and/or local newspaper on constructive ways young people use their time on community activities.	
	Make a survey of community activities in which pupils participate.	
	Tabulate and consider possible values of each activity.	
	Analysis	
Practicing responsibility in the community may be the beginning of developing good citizenship.	Analyze the differences between a good citizen and a poor one.	
	Ask parents to fill out a check list for themselves on their community responsibility.	
	Give class situations which indicate or do not indicate good citizenship. Have class members check themselves on their achievements by the previously formulated check list.	Class discussion to point out indications of citizenship.

III. Major Concept: Relationship of self to siblings and other young children.

Broad Objective III: Appraisal of one's relationships to siblings and other young children.

Broad Generalization: Warm, accepting relationships with siblings and other young children, empathy, and freedom to explore feelings will contribute to the individual's ability to grow and change.

Concept A: Growth and development of the child.

Objective A: Evaluation of experiences in relation to the growth and development of the child.

Generalization: When experiences are adapted to the child's abilities and maturity, the experience will be more successful.

Concept 1: Effect of growth and development on behavior.

Objective 1: Comprehension of the growth and developmental patterns of children.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Certain types of behavior are common at certain ages.	Explore resources to find the common characteristics of children at different ages.	Matching test on ages and characteristics.
	Read resources to answer the following: 1. What are the levels of social development at these ages? 2. At what age can children be expected to start playing together?	
	Observe bulletin board depicting activities for age group.	
Development is continuous with each stage carrying over and influencing the next.	View films: "The Terrible Twos and the Trusting Threes" and "The Frustrating Fours and Fascinating Fives," Minnesota Dept. of Health or University of Minnesota. Note the behavior of the children.	Recognize common characteristics of age groups.
	Comprehension	
	Interpret the characteristics listed about the children as problems that might be encountered at the different age levels.	Ability to predict behavior patterns.
	Determine the accuracy of the types of activities illustrated on the bulletin board.	Evaluate judgment of bulletin board.
The growth patterns of children for a given age vary due to a number of influencing factors.	Determine this for each age group. Class discussion comparing differences in child behavior in the four ages and child care procedures as shown in the films, "The Terrible Twos and the Trusting Threes" and "The Frustrating Fours and Fascinating Fives."	Evaluate discussion on the films.
	Identify and discuss characteristics that are often called typical of a specific age group.	

Concept 2: Influence of the purpose on the choice of play activities and materials.

Objective 2: Appraisal of children's play and play materials.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Receiving — Attending	
The creative process is a source of enjoyment to the individual.	Listening to music, express your interpretation through an art medium.	
	Listen to music, then express your interpretation of composition through an art medium.	Observation by teacher.
	Watch a group of children put on a play. Attend an event where young children are engaged in an art	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	experience, watching a play, painting, singing, for example. Record behavior in diary.	
	Experiment with art media children might use, for example, finger paints, crayons, easel painting, clay, paper tearing or cutting or such.	Anecdotal records of various art experiences.
	Knowledge	
A child engages in many different types of play.	Explore resources materials, books, magazines, pamphlets, to find different types and characteristics of play for children.	
	Bring play materials from home to show classmates, for example, toys, games, books, art materials, records, music.	
	Explore resource material to find how these play materials influence growth.	
	Explore resource material to define the aspects of growth—physical, mental, social, emotional.	
	Explore resource material to find safety precautions important to observe with children's play.	
	Have a nurse or aide tell about play suitable for a sick child.	
	Have a panel of mothers or nursery school teachers discuss toys and games for the preschooler.	
	Visit a mother and children at home to observe play activities.	Observation notes.
	Visit a toy shop to see types of toys and games available.	
Different individuals have different capacities for creativity.	Observe children at play in parks or yards.	
	Visit a nursery school or kindergarten to learn what toys and games are enjoyed by the children.	
	Visit a Salvation Army Store to see how broken toys can be fixed for use.	List ways suggested to renovate toys.
	Explore resource books to determine good storage for children's play equipment.	
	Watch TV programs showing young children, for example, Ding Dong School.	Write a paper on what was observed.
	Listen to tape, "Toys for Children," University of Minnesota.	
	Teacher or student put up bulletin board depicting toys and games for children.	
	Explore resources on guiding children to put toys away.	
	Study art work depicting children at play, for example, "Girl with Watering Can."	
	Show toys of other eras, or find pictures of playrooms in older homes, for example, playroom in Lee Mansion.	List types of historical toys.
	View a movie on children's play, such as "Understanding Children's Play," Caroline Zachary Institute, 11 min., or "Children's Play," University of Minnesota.	State what observed.
	Explore resource materials for songs for children.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Have a librarian discuss the selection of books for children.	
	Listen to tape, "Stories for Children," University of Minnesota.	
	Listen to various records for children.	
	Explore resources to find different ways music is integrated in children's play.	
	Explore resources to find how art can be experienced both by doing and receiving.	
	Explore resource materials on dramatic play.	
	Explore resource material on tactile arts for children.	
	Responding—Interest	
	Discuss filmstrip of children's art.	
	Observe children's impressions of music, such as painting done after hearing symphony.	Evaluate art work.
As pupils become more spontaneous, expressive, and more open to experience, they are more likely to become creative.	Have kindergartners or preschool children paint after listening to music.	
	Write a story for a child; illustrate it.	
	Collect examples of children's art work from their teachers or mothers.	Open end questions, for example, "I used to feel children's drawings were .... but now I feel ...."
	Teach children a new song.	
	Help children sing a song.	
	Help a group of children put on a play.	
	Collect records of interest to children.	
	Help a child create original songs and dances, and instruments to accompany them.	
	Direct children in a graphic or plastic art experience.	
	Comprehension	
	Report on findings in resource materials.	
	Tell why toys from home were or are enjoyed.	
	Select a toy or game—report what aspects of growth it could help develop.	Write a paper, for example, "Billy, the 3-year-old with no toys."
	Report on findings of safety with toys and games.	
Creativity is the capacity to innovate, invent, or reorganize elements in ways new to the individual.	Role-play to show how games and toys can be active, creative, or social.	
	Discuss types of toys and games suitable for a sick child.	
	Practice some children's games.	
	Discuss reports of the panel on children's toys.	
	Prepare a notebook of children's toys and games, pictures of or rules for; indicate ways in which the toys and games can help growth.	Evaluation of notebooks.
	Discuss what was found at the home of the visited mother and child.	
	Discuss toys available in local toy shops and their educational values.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Report to class on findings of observations of children playing in parks or yards.	
	Discuss what toys and games were enjoyed most by nursery school or kindergarten children.	
	Arrange a toy exhibit with explanations. Play "Toy Chest"—pupil blindfolded, points to picture of toy on board, must tell name of toy, how used, age of child suitable for, for example.	
	Discuss and/or report on findings for good toy storage.	
	Discuss and/or report on TV programs watched pertaining to children and their play.	
	Discuss bulletin board on children's toys and games or play.	
	Discuss ways of guiding children to put toys away.	
	Discuss types of play children have engaged in, depicted by art works.	
	Discuss film on children's toys and games.	
	Report on findings of books for children.	
	Make a check list from readings of characteristics of good stories for children.	
	Discuss film on children's art.	
	Report on and/or discuss songs for children.	
	Discuss records for children.	
	Discuss how music is integrated in children's play.	
	Discuss dramatic play and some of the "props" that encourage it.	
	Discuss graphic and plastic art suitable for children.	Write a paper explaining the rule "Avoid making models in any art medium for the child to copy."
	Discuss what resource person told class about art experiences for young child.	
	Class committee takes turns displaying bulletin boards of games suitable for different purposes and different age levels.	Evaluate bulletin boards.
	Differentiate between the types of activities needed at different ages.	Oral quiz.
	Classify games suitable for various age levels.	
	List some suitable activities for developing the child physically, socially, emotionally, mentally.	
	List some of the things children learn from playing with other children.	
	Enumerate play objects and classify under groupings for: 1. Active play 2. Manipulation and construction 3. Dramatic play 4. Creative play	
	Enumerate the games that are: 1. Quiet (a) Indoor (b) Outdoor	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	2. Active (a) Indoor (b) Outdoor	
	Make a list of items found around the home that are suitable play things.	Quiz to recognize purposes of play things and what to look for when selecting toys.
	List features of play objects to be considered when selecting toys.	
	Application	
Different kinds of play experiences affect the development of a child.	Select toys from toy box for child who is behind in any aspect of growth.	Apply criteria to selection of toys.
	Select toys and games for a play school group.	
	Remove sources of accidents from child's play area at home or in a play school.	
	Watch a child play and decide from his activities what kind of toys he would like.	
	Choose a toy to contribute to the visited nursery school or kindergarten class.	
	Class prepare an exhibit of household objects that would make suitable playthings for children.	
	Arrange an exhibit of toys that encourage a particular type of development.	
	Arrange an exhibit of books suitable for different age children.	
	Select books for play school or any particular age level.	
	Read stories to children or class members who can role-play the children.	Record specific incidences in story period which would help a child to develop mentally.
	Compile an annotated book list for children of various ages.	
	Select "musical" instruments for a young child.	
	Have "props" on hand and help a child with dramatic play.	
	Select tactile arts for a child of a certain age to work with.	
	Compile a list of finger plays for a child.	
	Make a scrapbook of games and play ideas that can be used when caring for children.	
	Make a toy for a particular child and explain the reasons for the choice to the class.	Evaluate students' choice of toys.
	Plan a day's activity for a sick child.	
	Role-play—An incident when a small child visits a home where there are no toys and the teen-ager goes into the kitchen to find something suitable.	Evaluate judgments made in role-play.
	Analysis	
The degree to which a child understands himself and becomes socially acclimated is partly dependent on his previous play experiences.	Analyze various toys and games to determine how they contribute to growth and development of child.	
	Think back to favorite toys and games when a child. Analyze why they stayed in memory.	
	Analyze specific play situations as to how accidents could occur.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Analyze causes of children's accidents reported in the newspaper.	
	Analyze the observed use of the donated toy in the nursery school or kindergarten.	
	Analyze books for children as to interest, pictures.	Select a book for a child. Write a synopsis of the story and a critical analysis of its content and ideas.
	Listen to story poorly and well read, decide what factors make one better. Analyze art work collected from mothers and teachers.	
	Decide on value gained from listening to records.	
	Analyze incidents that occurred during observation of children's play in park or yard.	
	Analyze observed qualities of games and toys that various aged children enjoy.	
	Analyze toys of former days as to their developmental value.	
	Decide what movements, rhythms, noises in a child's action are aspects of music.	
	Analyze a child's participation in dramatic play.	
The environmental climate that allows freedom for an individual to explore, to express, and to test will foster creativity.	Watch a child or children work at a tactile art.	
	Analyze the performance as it relates to his development.	
	Synthesis	
	Construct or select a new and different toy or game for a child for each aspect of growth.	Judge construction of toys.
	Plan and set up a safe play area in school or elsewhere for children.	
	Plan and carry out play with small children while mothers attend an adult class, vote, or are engaged elsewhere.	Anecdotal records kept by girl.
	With teacher's help, make schedule for activities of a play school.	
	Devise criteria for selecting toys for various age group children.	
	Evaluation	
The type of play and play materials used by a child will contribute to his growth and development.	Judge the toys and games of a younger brother, sister, or neighbor to see how they aid growth.	
	Judge a play area for children in a neighboring kindergarten or nursery school.	
	Hold a play school in class—judge the play activity that went on.	
	Observe and evaluate classmates as they care for children.	
	Discuss and evaluate accidents that have happened to children whom you know, as to possible causes and how they could have been prevented.	
	Visit a toy shop, compare toys in stores to toys that can be made at home inexpensively.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Bring toys to class and judge them by criteria developed in class.	Student report on toy.
	Judge similarities and differences in toys of past years and present in their end result of developing growth.	

Concept B: Routine care of children.

Objective B: Analysis of responsibilities in caring for young children.

Generalization: A child's daily care habits determine those which he will follow as an adult. The habits of the child are affected by his age, maturity, past experiences, and observation of others.

Concept 1: Development of sound sleeping habits.

Objective 1: Analysis of the sleeping habits of a child.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
A child needs rest for growth and maintenance of body.	Read references on importance of sleep to health.	
	Use references, films, and resource people to study sleeping habits of children.	
	Observe a home, play school, or nursery school for the provisions for promoting rest.	Observation reports.
	Observe the bedtime preparation of a young child.	
	Listen to tape: "Basic Habit Training," University of Minnesota.	
	View film: "Helping in the Care of Younger Children," Coronet or University of Minnesota.	
	Comprehension	
	Report observations of children and have class discussion.	
	List some guides which will help one in the guidance of a small child's sleeping habits.	Guide lists.
	List and discuss good sleeping habits for children and some of the problems in establishing them.	
	Discuss the importance of regular hours for sleep and rest for children.	
	Discuss ways a child may be affected in later life by using "going to bed" as a punishment.	
	Application	
The ease with which a child goes to sleep is related to past experiences, the environment, and the atmosphere surrounding bedtime.	Dramatize good and poor bedtime situations.	
	Make provisions in own home for promoting rest at night and during the day for a small child.	
	Students consider the attitudes of their younger brothers and sisters toward naps and bedtime.	
	Analysis	
Healthful sleep habits developed as a child help to determine the sleep habits he will have as an adult.	Analyze dramas of bedtime situations.	Evaluate ability to analyze the situation.
	After observing a child prepare for bed, analyze his activities to see which fostered sleep and which helped keep him awake.	
	Analyze bedtime difficulties of younger brothers and sisters.	Written analysis.

Concept 2: Development of sound eating habits.

Objective 2: Analysis of the child's eating habits.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Small children like simple, familiar foods served in an interesting manner.	Read references on food for children and eating habits of children.	
	Film: "Food as Children See It," General Mills.	
	Observe nursery school, kindergarten children or first grade children in their home to see some of their eating habits and problems.	
	Comprehension	
	Discuss observations of children eating and list possible ways of helping these children with their problems.	List of ways of helping with eating problems.
Each period of growth and development is accompanied by certain tasks.	Discuss some of the reasons for eating problems of young children.	
	Discuss how good eating habits may be promoted and poor ones prevented or overcome.	
	Discuss effective and ineffective ways of urging a child to eat.	
	Discuss ways a child may be affected later in life by using the deprival of food as a means of punishment.	
	List ways of helping the child who is a sloppy eater and should be beyond that stage.	
	Discuss the unfavorable effects of the "clean plate" policy on the child.	
	Discuss the importance of introducing new foods early in the child's life.	
	Use a bulletin board to show pictures of foods children like to eat.	
	Show sample menus for children's meals.	
	Class suggest ways to serve the foods in an interesting manner.	
	Discuss kinds of foods to be used as between meal snacks.	
	Discuss reasons for eating problems.	
	Application	
Types of food, table manners, and use of eating utensils depend upon the growth and development of the child.	Work with children trying out ideas read and discussed in class.	Role-play methods to be used in various situations.
	Assume responsibility for helping a younger child at a meal for a period of time.	
	Adapt family menus to meet requirements of preschool children.	Evaluate changed menus.
	Plan, prepare, and serve adequate lunch for a group of preschool children at play school.	
	Plan, prepare, and serve mid-morning or mid-afternoon lunches to primary grades.	Score card.
	Analysis	
Pleasant experiences with food as a child may promote	Analyze eating habits of children observed in relation to their growth and development.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
good eating habits as an adult.	Analyze why children may have liked or disliked the foods prepared by the class.	
	Ask students to analyze the reasons for their own food likes and dislikes.	Written paper evaluated.
	In the observation of children, note and analyze the relationship between the child's reaction to a food and the speed with which he eats it.	
	Analyze case situations as to which parts are constructive and which are poor.	Evaluate written analyses made by students.
	Example:	
An understanding of the growth patterns of children may help promote good eating habits.	a) Alice was feeding her brother George his cereal. George, who was ten months old, blew his cereal out of his mouth into her face. Alice jumped back, laughed, and exclaimed, "George! Don't do that!" She gave George another spoonful of cereal and he blew it at her again and laughed. b) Betty was feeding her sister Sue a vegetable she had never tasted before. Betty gave her a tiny bit on the end of a teaspoon. Sue took it in her mouth, rolled it around, and pushed it out on her lips and chin. Betty scraped it up in the spoon again and smilingly said, "This is new. Try it. You'll like it." Sue couldn't understand the words, but she could understand the attitude. She swallowed the tiny bit and that was all Betty gave her. They proceeded with the rest of the meal.	

Concept 3: Learning to dress oneself.

Objective 3: Analysis of children's problems in learning to dress themselves.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Dressing oneself is a task to be learned.	Read references on choice of children's clothing, the process of dressing, and storage of their clothing.	
	Watch a child put on different articles of clothing, especially outer garments like snow suits and rubbers. Keep a record of the time required and count the random movements used for each article.	
	Observe children dressing and undressing to find what kind of fasteners and openings are easier for children and those which cause difficulties.	
	Visit stores and talk with young mothers to find what kind of garments are comfortable, what are suitable fabrics, and some ways of providing self-help features in clothing from one to six.	
	Plan a study trip to observe clothing storage equipment that has been built or improvised for the convenience of children.	
	View film: "Clothing for Children," Coronet or University of Minnesota.	
	Comprehension	
	Collect pictures of garments for children under six for use on the bulletin board. Include underwear,	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	outer wear, clothes for warm and cold weather. Discuss them from the viewpoint of easy dressing and durability.	
	Make a rating scale of desirable characteristics for children's clothing.	Each pupil prepare a list of ideas to be used in making the rating scale.
Tasks which are successful make development at the next period less difficult.	Discuss ways of helping children be independent and gain self-confidence in dressing themselves.	
	Discuss values of teaching children to be responsible for getting out and putting away their clothing when dressing and undressing.	
	Discuss ways to plan clothing storage which will help the child be independent.	
	Application	
A child learns to dress himself through the process of experimentation and practice.	Demonstrate ways of helping children learn to dress themselves.	Evaluate demonstration.
	Assist some children who cannot dress themselves.	
	Plan an exhibit of children's clothing.	
	Collect pictures of closets and other storage spaces for children's clothing.	
	Plan what can be done in one's own home to provide accessible storage facilities for children's clothing.	Evaluate plans.
	Analysis	
The growth and maturity of the child as well as the type of clothing will determine the ease with which a child can dress himself.	Using the rating scale made by the class, analyze some children's garments.	Evaluate students' analyses.
	Analyze the pictures collected to determine if the storage is suitable.	

Concept 4: Prevention of children's accidents.

Objective 4: Identification of practices important for the child's safety.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Adults are responsible for keeping children safe from harm.	Read references on safety for children.	
	View films and filmstrips.	
	Example: "Let's Play Safe," Minnesota Dept. of Health, "Keeping Children Safe," "Children at Play," Ag. Ext. Service, University of Minnesota, and "You're in Charge," Minnesota Dept. of Health.	
	Comprehension	
	Students list possible dangers in the child's environment and discuss what may be done to eliminate them.	
	Students find newspaper articles on accidents of small children in the home. Buzz groups discuss.	
	List some of the common emergencies which may occur while caring for children and discuss what may be done to prevent or cope with them.	
	List some safety tips to follow when caring for children.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Application	
A child's safety depends on his environment and the kinds of safety practices exemplified and transmitted by adults caring for him.	Check own home using the American Red Cross "Accident Preventions Check List for Child Safety" to see if there are any hazards for small children. Set up an exhibit of safety containers for matches, gates for stairs. Class prepare a bulletin board entitled "Danger! Watch Out!" showing safety practices to remember when caring for children. Small groups set up safety hazards in the foods laboratory and demonstrate poor safety practices which might appear in a home. Write a skit on safety for children at home and away.	Problem: Three-year-old Jimmy will visit his grandmother for a week. List items she should check around the house to make it safe for his visit.
	Analysis	
Safety measures practiced as a child will become an integral part of his adult actions.	Analyze the findings of the home surveys. Analyze the situations that students set up in the foods laboratory. Analyze the skits for good and poor safety measures being practiced. Analyze safety practices observed in adults as to when, where, and how they may have learned them.	Individual written analysis.

GRADE 8

LIVING HAPPILY WITH FAMILY AND FRIENDS

Introductory Statement

The thirteen-year-old is at a sensitive age. He wants and needs independence and security and has a desire to be popular, poised, and have social acceptance. How to choose and make friends, and how to be a good friend are a major concern. Getting acquainted with each other is important to boys and girls.

The 8th grader should be helped to recognize the importance of emotional, social, and ethical behavior on his personality in order to better understand himself. An understanding of family traditions and beliefs in regard to goals and values helps to develop a feeling of security within the family.

A section on social growth at this level is included to help the teen-ager recognize the qualities conducive to friendships and the need to acquire them.

A section on accepting responsibility for management of money, time, and energy is included as the thirteen-year-old is interested in earning and spending money as well as joining many activities which demand time and energy.

Unit Objectives

I. Analysis of the individual's development within the family.
   A. Application of generalizations of personality development.
   B. Relating the influence of maturation to the acceptance of responsibility.
   C. Comprehension of the relationship of family traditions and beliefs to values and goals.
   D. Relating the principles of management to oneself.

II. Identification of the connections and interactions of individuals, their peers, and environment.
   A. Analysis of the influence of one's peers.
   B. Analysis of the qualities that lead to mature friendships.

Unit Suggestions

I. Major Concept: The individual's development within the family.

Broad Objective I: Analysis of the individual's development within the family.

Broad Generalization: The development of an individual is influenced by his values, maturity, personality, and his relationship to his peers.

Concept A: Personality development.

Objective A: Application of generalizations of personality development.

Generalization: One's personality has an effect upon one's behavior pattern in various situations.

Concept 1: Importance of emotional behavior.

Objective 1: Application of the importance of emotional behavior to the development of one's personality.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
An individual is emotionally mature to the extent to which he recognizes his feelings and begins to control them.	Define emotions. Read reference on personality and emotional behavior. What do we mean by personality? What may cause differences in emotional growth?	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The emotional climate most conducive to development is one in which the individual is valued as a person of intrinsic worth.	Study and draw diagrammatically the four sides of one's personality. Check sheet, "How Old Am I?"	
	Comprehension	
	Discuss personality traits which are typical of teen-agers.	Discussion.
	Give examples of personality traits by describing some person whom you think is a successful person.	Student's ability to interpret another's personality.
	Discuss qualities of an emotionally mature person.	Reports.
	Report on stories which illustrate emotional changes of the adolescent.	
	Have each class member tell one way in which he acts more grown up than he did last year.	
	Application	
Knowing strong and weak points helps to improve self.	Construct a bulletin board using illustrations to show component parts of one's personality.	Evaluate illustrations.

Concept 2: Effect of social behavior.

Objective 2: Predicting the effects of social behavior on personality development.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Increased responsibility in an individual's behavior, conduct, and decision-making affects an individual's personality.	What do we mean by behavior, conduct, decisions? View film, "Social Courtesy," Coronet or University of Minnesota. Read articles on manners that help teen-agers develop poise and security. View filmstrip, "Yes, Politeness Is for You," McGraw-Hill.	
	Comprehension	
The sense of self grows gradually and continues to expand as one participates actively in an ever-widening social environment.	Discuss standards governing behavior and conduct in the community.	Discussion.
	List manners that help develop poise and security.	
	Buzz groups to discuss behavior and conduct of individuals at school functions.	
	Suggest ways in which a shy, self-conscious person might work to overcome this feeling.	
	Discuss kinds of decisions which teen-agers should be able to make for themselves.	
	Discuss those with which they would need advice from parents.	
	Discuss the value of etiquette.	
	Application	
Adjusting to himself and others as individuals may affect an individual's personality development.	Select some situations in which social maturity or lack of it is evident. Role-play the ineffective way of handling these situations; then replay, showing a better way.	Evaluate role-play.

Concept 3: Development of ethical values.

Objective 3: Comprehension of ethical values in personality development.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Ethical values are molded by customs and values of the family, church, and community.	Read text on character traits: honesty, unselfishness, truthfulness, respect for rights of others. What do we mean by honesty?	
	Comprehension	
The behavior of an individual varies according to his social-emotional experiences.	Discuss "Morality Is What the Group Thinks Is Right." Write a paragraph on the importance of respect for other people and their possessions. Discuss difference between right and wrong.	Discussion.
An individual develops his value system through his desire to gain self-esteem by accepting, rejecting, or modifying values held by others.	Panel discussion on why people are untruthful: 1. In jest 2. Because of fear and insecurity 3. To win approval 4. To gain advantages Round table discussion. List ethical character traits which you may have observed in others at home, church, and school. Which of these character traits will you strive to acquire for yourself? Why?	Observation of reactions.

Concept B: Influence of growth patterns to responsibility.

Objective B: Relating the influence of maturation to the acceptance of responsibility.

Generalization: Maturity is revealed whenever an individual uses all of the resources he has to move in the direction of his full potential.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The amount of responsibility that an individual has is related to his degree of maturity.	Read references on responsibilities of family members. Film: "Principles of Development," McGraw-Hill. Recognize the differences between growth of students within the class. Bulletin board with pictures of typical thirteen-year-olds.	
	Comprehension	
As families provide opportunities to engage in worthwhile work, youth have opportunities to learn adult roles and to develop feelings of worth and significance.	Discuss: How can we become more responsible? What are the differences usually found in rate of growth between boys and girls? Discuss some effects of rapid growth. Buzz session: What responsibilities do you have this year which you did not have before? Why?	Discussion. Quiz.
	Application	
How one behaves is indicative of how "grown up" one is regardless of chronological age.	Write a paragraph on "What characteristics determine the responsibilities an 8th grader can assume."	

Concept C: The relationship of family traditions and beliefs to values and goals.

Objective C: Comprehension of the relationship of family traditions and beliefs to values and goals.

Generalization: Cultural patterns are transmitted from one generation to another primarily through the family and have an influence on the values and goals of family members.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Customs, traditions, beliefs that we practice have a lasting effect.	Define values, goals, traditions, beliefs.	Quiz on terms.
	Read and study about the traditions and customs of our country: a. Holidays—religious, patriotic b. Weddings c. Parties after graduation d. Birthdays	
	Comprehension	
Sharing traditions and beliefs brings a family closer together.	What customs are traditional within many families?	
	How do nationality customs differ?	Discussion.
	Individual reports, "What one tradition is most important to you, and how do you observe that tradition?"	Evaluate reports.

Concept D: Management of self.

Objective D: Relating the principles of management to oneself.

Generalization: Management of one's activities, time, and money has an effect on the individual.

Concept 1: Principles of money management.

Objective 1: Application of principles of money management.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Money management is the process of decision-making and the organization of use of income of the family.	Use film, "Directing Your Dollars," Ag. Ext., University of Minnesota, or filmstrip, "Your World and Money," Ag. Ext., University of Minnesota.	
	Relate the episode of the four-year-old girl who had been given a quarter and a dime. The four-year-old and her mother decided the quarter was to be saved to be used for something later, but she could spend the dime now. She purchased a package for herself and a box of chocolate drops to share with her family. This illustrates the Benjamin Franklin saying, "Some money is to be saved, some to be spent, some to be shared."	
	Comprehension	
	Discuss the concept of money management.	
Cost alone does not determine the value of an article.	Discuss principles of money management.	
	Discuss the different channels through which a teen-ager can share her money — gifts, church, for example.	
	Discuss "How you feel about money that is lost," "What goals can money buy."	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	List values of sharing some of one's money.	
	Share ideas on inexpensive gifts.	
	Write a letter to self on, "My Wishes About Money." Seal and save for later use.	
Money management involves the use of a regular amount of money to spend, earning one's own money, and contributing to family income through service and care in the home.	Discuss in group the kind of income you have in the family. List contributions members make to total family income—service, care of belongings, helping with family activities, earning money.	Discussion.
	Use problem box. Let girls draw from box and suggest which principles might help solve the problem.	
	Discuss how "Fun by Myself," "Fun Watching," "Fun Activities," and "Fun with the Crowd," have added up to teen-agers becoming important users of recreation.	
	Discuss how leisure-time activities may cut down cost and at the same time contribute to development of a person.	Make a spending plan for a week. Record expenses and evaluate.
	Application	
One's choice of fun-time activities provides a means of extending income.	Make a leisure-time plan for you and your family in keeping with your family income.	Evaluate plans made.
	Give reasons for selecting the types of leisure activities you selected.	
Planned spending is affected by choices that give satisfactions in relation to values and goals.	Groups discuss the statement, "Choices made at home, rather than at the market, are likely to bring more satisfaction."	Read previously written letter on "My Wishes About Money." Write any ideas gained in relation to these wishes from class discussion.
Planned spending leads to security in money matters.	List ways of thinking through planned spending, such as an inventory of what you have, wardrobe, records, shoes.	
	Decide what purchases are most needed and wanted.	
	Define the purpose that each purchase is to serve.	
	Decide on qualities desired.	
	Make an organized shopping list based on spending plan for a week.	
	Record expenses and evaluate.	
	Students make a list of 10 things they would like to buy. Discuss why people differ in their wants.	

Concept 2: Management of time and energy.

Objective 2: Responsibility for management of time and energy.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Organization is the way an individual plans, systemizes, controls, and coordinates activities to achieve goals.	After reading references on organization of time and energy, discuss principles involved in organization.	
	Comprehension	
Planning time carefully helps one finish necessary tasks and still have time for fun.	Role-play what you did to get ready for school in the morning.	
	Discuss the problems encountered in the various situations.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Discuss the statement, "Everyone has 24 hours in her day."	
	Write down problems you have in terms of wishes, such as, "I wish I could get to school on time."	
	Place in "Wish Box" and use as the basis for demonstrating problem-solving techniques.	
	Use cartoons as basis for suggesting possible situations in which lack of management is involved.	
	Have class recommend how these situations might be improved through better management.	
	Write a paragraph on "What Is Time."	Paragraph on "What Is Time."
	Application	
Positive attitudes and applications of the principles of organization of one's activities and properties contribute to the accomplishment of tasks.	Role-play selected situations to illustrate the effect these management problems have on relations with the family.	
	Discuss how wanting to do something helps a person do it.	
Work simplification saves time and energy. Keeping tools in good condition helps make tasks easier.	Group discussion on how work may be organized through making time plans, finding and using the most satisfactory ways of working, arranging properties for ease of use may contribute to the achievement of goals.	Contribution to group discussion.
	Discuss how organization may help one eliminate those things which get in the way, such as waste of time and energy—disorder.	
	Use charts to show how making a time plan is deciding how to use one's time and how much to use for different purposes so that one can do what he needs to do; budget a 24 hour day.	
	Analysis	
	Keep a Diary of Time.	Diary.
Elimination of time and energy waste may be accomplished through organization of time and activities.	Use for a day and determine where there are periods of time and energy waste or other changes needed.	Test over unit.
	Budget time for each activity. Try out plans and make changes as needed.	

II. Major Concept: Relationships to peer group.

Broad Objective II: Identification of the connections and interactions of individuals, their peers, and environment.

Broad Generalization: Friendship will result from continuous interaction of the individual with peers and environment.

Concept A: Influence of peers.

Objective A: Analysis of the influences of one's peers.

Generalization: Peers may influence judgment used in determining friends.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The factors by which peers influence us include: atti-	Read or role-play a selected episode such as the new girl in your class or new neighbor.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
tudes, actions, interests, conversations, dress, places we go, our needs and desires, our reactions to family members, to school, to church, to community, and our values and goals.	List some of the reactions or attitudes of her peers. View film, "Developing Friendships," University of Minnesota.	
	Comprehension	
	Discuss in groups the factors that influence the girls in accepting or rejecting the girl in the story.	Contribution to discussion.
	Discuss qualities or traits needed for success in friendships.	
	Application	
Peers affect judgment used in choosing friends.	Make a check list for making friends, keeping friends, and losing friends.	Check list.
	Role-play factors that are involved in making and keeping friends and other factors in losing friends.	Rate self.
	Analysis	
The influence of our peers may not always contribute to good personal development.	Analyze the factors that influence the student's choice of friends. Write paper.	Evaluate paper written on analysis of student's choice.

Concept B: Importance of boy and girl friendships.

Objective B: Analysis of qualities that lead to mature friendships.

Generalization: Boy and girl friendships will teach us to evaluate qualities that lead to mature relationships.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Friendships mean meeting each other's needs for understanding, appreciation, and companionship.	Film, "How Friendly Are You?" Coronet and University of Minnesota. Group discussion based on film.	
	Comprehension	
The sense of self grows gradually and continually as the individual participates in an ever-widening environment.	List qualities that contribute to boy-girl friendships.	
	Application	
	Situations, presented as TV programs, that limit scope of friendship, such as not sharing books, bicycle, hobbies, home, and those that contribute to friendship.	Contribution to discussion.
Limiting the scope of friendship tends to limit the scope of life and leave narrow restricted interests and contacts.	Reports given on reactions of the people who shared and how students felt about sharing. List ways of meeting and making new friends, such as volunteering to help on class projects, plays, parties, joining clubs, 4-H, church groups, recreation projects, school groups.	
Successful friendships will result in easier boy and girl relationships.		

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Analysis	
	Select ways you will meet new friends.	
	Analyze yourself and how you will need to grow in qualities of friendship to make boy-girl relationships easier for you and to continue to improve.	Paper analyzing self and contributions made to friendship with others.
	Write a paper answering the questions: "Were they richer or poorer because of the experience of sharing?" "What evidences were given for your analysis?"	

GRADE 9

THE GIRL—HER FAMILY, FRIENDS, AND COMMUNITY

Introductory Statement

What are fourteen-year-olds like? They are growing rapidly, in a state of transition, leaving childhood, physically active and restless, and keenly aware of the customs and standards of their own age group. The most accurate statement that can be made about them as a group is that they exhibit the extremes in individual differences as some are little girls and some young ladies.

The fourteen-year-old girl is generally one who is close to maturity. She is full of vim, vigor, and vitality and along with these qualities, is usually quite aware of the opposite sex. She may have been noticing them for quite some time, but usually it has been from a distance. Now at fourteen, she is beginning to assume a feminine role with the joys and problems that accompany it. Many have also had a date by this time.

At this age also the girl is interested in learning about young children, and therefore, she should be encouraged to share experiences with them. A play school will give direct experience and should be set up as a part of the curriculum if at all possible. If this cannot be done, other arrangements need to be made for students to observe children in group situations.

The ninth grade girl needs acceptance of and direction for her inconsistencies, argumentativeness, exaggerations, and outbursts. She should be encouraged to plan her own activities and make her own choices of friends, social life, and work as she is ready for these choices. The section on child development is designed basically to provide this teen-age girl with a deeper insight into understanding of herself with the realization that young children are individuals.

Unit Objectives

I. Evaluation of areas in which the family contributes to the development of its members.
    A. Recognition of the effect of mutual acceptance and support.
    B. Development of an interest in community affairs.

II. Evaluation of self in terms of maturity.
    A. Recognition of the value of growth in self-control.
    B. Appraisal of the effect of patterns of behavior.
    C. Recognition of the value of communications with peers.

III. Appraisal of the development of the child as it relates to the development of the adolescent.
    A. Analysis of the developmental needs of a growing child.
    B. Analysis of the relationship of intellectual and emotional growth and development of the child to adolescent behavior.
    C. Appraisal of the needs of children to achieve satisfactory growth through play.
    D. Appraisal of the effect of the social world on the preschool child.

Unit Suggestions

I. Major Concept: Family contribution to development as an individual.

Broad Objective I: Evaluation of areas in which the family contributes to the development of its members.

Broad Generalization: The family environment has an effect upon the development of each of its members.

Concept A: Mutual acceptance and support in the family.

Objective A: Recognition of the effect of mutual acceptance and support.

Generalization: The acceptance and support which family members give each other has an effect on the development of its members.

Concept 1: Responsibilities and privileges of family membership.

Objective 1: Analysis of the responsibilities and privileges inherent in family membership.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The family is the setting for human development. A family member has certain rights, privileges, and responsibilities.	Read references on the topic of family membership — responsibilities and privileges.	
	Read **Please Don't Eat the Daisies** by Jean Kerr or **And Then There Were Eight** by Paul Molloy or **Peanuts** by Charles M. Schulz.	
	Finish the sentence, "Family membership is ...."	
	Keep a diary of privileges and a list of the problems and difficulties of living in a family for one week.	
	Listen to a tape: "Development of Responsibility," CD-21, University of Minnesota, Extension Division.	
	Discuss the tape.	
	Comprehension	
Each family is doing the same kinds of jobs that other families do but each in its own way.	Prepare a bulletin board showing areas of responsibility for teens in family life.	Evaluate bulletin board.
	Panel by mothers — privileges and responsibilities of 9th grade girls.	
	Give examples of duties and responsibilities found in your home including those relating to the care of younger children. Write a short paper on duties and responsibilities in your home that you could assume that would prove to your family that you are dependable.	
	Application	
Assumption of responsibilities aids in the attainment of privileges.	Class discussion using several buzz groups and topics.	
	Develop a check sheet for rating oneself as a family member.	Students use sheet for self-evaluation.
	Share with the class a specific instance in which you have demonstrated at home that you can assume responsibility and are dependable.	
Acceptance of duties and responsibilities in the home promotes better family relations.	Class discussion on roles of and relationship between family members. What contributions can you make to the family?	
	Tape: "The Father's Role in the Family," CD-17, University of Minnesota.	
	Analysis	
Sharing in work and fun of the family contributes to one's feeling of personal worth and strengthens family ties.	Write and produce skits portraying the contributions which various family members can make to happy family life.	Evaluate skit

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The success of good family relations requires teen-agers to accept their responsibilities to the family.	Plan a panel consisting of people from various family backgrounds discussing situations which involve the sharing of facilities in the home with other family members and cooperating with them in ways which might avoid conflict. Situations might involve: Telephone, TV, bathroom, living room. Identify the privileges and responsibilities of your age group.	

Concept 2: Importance of mutual needs and expectations.

Objective 2: Identification of the mutual needs and the expectations of teen-agers and parents.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Both teens and parents expect that many of their needs will be met in the family.	Read resources on the mutual needs and expectations of individuals. Study a chart showing a list of needs of parents and one of children.	
	Comprehension	
	Use a double ring discussion group to discuss the highlights of the reading.	Evaluate contribution of class members.
The family is an organization toward which we contribute and from which we receive.	What do young people need from their parents? What do most parents seem to need from their children? How do these needs compare? How can the family organization be more flexible so most of the needs of individuals can be met?	
	Application	
When family members understand what each expects of the other, they learn new ways of adjusting to one another.	Write a short paper on the benefits you receive from your family. Dramatize several ways in which students can show their appreciation and affection for their parents. Panel discussion of "How Can Youth Help Parents Satisfy Their Needs?"	Evaluate paper.

Concept 3: Effect of communication with parents.

Objective 3: Recognition of the necessity to communicate with parents in order to further the adjustment to one another.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The family is a laboratory for learning communications, some of which may be negative.	Define communication in its broad sense. Read references and text on communication between teen-agers and parents. Show film, "Getting Along with Your Parents," Encyclopaedia Britannica Films. On television or radio listen to stories of families for whom communication is difficult and also studies of families who are able to communicate.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
Communication is the sharing of happiness, disappointments, ideas, interests.	Discuss the story to point out the difficulties, causes of disagreements, possible approaches and solutions.	
	Repeat the pretest to determine if there has been any change in attitude after viewing the film.	
Parents need the love, confidence, and respect of their teen-age children.	Write a short paper based on readings and own experiences on "How Family Discussion Helps Strengthen Relationships."	Evaluate paper.
	Application	
Communication between family members depends upon the acceptance of individual differences.	In class discussion, formulate a list of ways to improve discussion with parents.	Contribution from students.
	Use a question box to learn some of the issues about which students have problems.	
As one becomes more spontaneous, expressive and more open to experiences, he is more likely to become creative.	Present socio-drama to show common family problems and tell how they can be solved.	Socio-drama.
	Keep a record for one week of parental-teen conflicts which occur. Compile all lists for a panel discussion. Do not use names.	Score ability to perceive and put across ideas and come to logical conclusions.
	Analysis	
When family members recognize the importance of each individual's viewpoints the family may be able to work out problems as they arise.	Analyze some of the most frequent situations in which young people feel they are not understood by their parents. When do the misunderstandings most often arise? Over what kinds of issues?	
	Make a list of the most common areas of disagreement and agreement. How could these conflicts be overcome?	Summarize suggestions.

Concept 4: Influence of adolescent loyalty to parents.

Objective 4: Perception of the loyalty adolescents owe parents.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Good family relations are dependent upon adolescent loyalty to parents within reason.	Read references on teen-age life of past and present and family loyalty.	
	Read references on "Are parents too strict or are they too lenient?"	
	Comprehension	
	Discuss how parents and adolescents can talk about family affairs and how to determine which are for family only.	
	Discuss reasons for loyalty to parents and siblings.	Participation in discussion.
	Application	
Loyalty to family members contributes to daughter-parent satisfactions.	Write an anecdote which shows good relations between teens and parents.	Evaluate written views.
	Bring a cartoon relating to above.	
	Analysis	
Satisfactory relationships with parents may lead to a wholesome home life.	Write a paper on "Why I should be loyal to my family."	Evaluate written views.
	Synthesis	
	Write slogans on family loyalty.	

Concept B: Relationships with community.

Objective B: Development of an interest in community affairs.

Generalization: Participation in community affairs may result in a strengthened interest in the community.

Concept 1: Influence of societal changes.

Objective 1: Determination of societal changes that affect the teen-ager.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Some of the changes in society are: Urbanization, technology, earlier marriages, higher divorce rates, educational, mother works away from home, leisure time, and higher standard of living.	Read magazine articles or other references for changes in the community which have taken place the last 10 years in the United States. Find early pictures of town or grandparents.	
	Comprehension	
Implications of changes include: Selecting subjects for the future, mother may have less time for homemaking activities, purchase of the items used in the home, more activities and travel.	Discussion of changes which have taken place. Divide into groups, one for each change, and chart the implications of these changes.	Participation in the discussion, ability to pick out the changes.
	Discuss the effect the changes have upon the student's life, the life of the family, and the community.	Participation in the discussion.
Some of the ways these changes are met are: Convenience foods, laundromats, recreational and park areas, and junior college and vocational schools.	Discuss how the student, family, and community have met the needs of these changes.	Quiz on changes and the implications.

Concept 2: Sensitivity to others.

Objective 2: Relating the feeling of sensitivity to others.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Feelings of empathy to others are developed as one's knowledge of others increases.	Read magazine articles or other references for examples of human sensitivity and traditions. Define traditions and sensitivity.	Defining terms.
	Comprehension	
Sensitivity is shown by a willingness to share with others, a wide range of interests, acceptance of the differences to be found among people, and acceptance of others as they really are.	Write a paragraph having to do with memories appealing to the senses. Indicate how these memories showed sensitivity.	Written paragraph.
	Assume you were visiting in another community. What are some things you would notice in the community and also in the home that would appeal to you or bring back memories of your own home or community? List several. Discuss sensitivities.	Participation in discussion.
	Have the student complete sentences dealing with: "Happiness is ...."	
	Discuss the book **Happiness Is a Warm Puppy** by Charles M. Schulz.	
	List community and family traditions such as how you celebrate birthdays, holidays and various anniversaries.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Write a paragraph or discuss a time when something unexpected happened and you were not able to follow the traditional pattern. Give an example and tell how you reacted to this.	Participation in discussion.
	Application	
	Plan to read to and visit at a home for old people after school hours.	Interest in repeating this experience.
Personal contact through family and community activities provides a setting for increased understanding of others of various ages.	Show or have students find a picture of a very old person or of a small child.	
	Discuss what this person might be thinking, her character and how others might react to her.	Participation in discussion.
	Reports with discussion on nationalities and races of interest to the students. Include ways these cultural groups have expressed themselves through their art, food, and dress. Include actual objects and pictures.	Reports.
	Students find pictures to show feelings. Use as a basis for discussion.	
The more secure the individual, the more open he can be in relating to the world around him.	Discuss topics such as: Human needs are those of mind, heart, and soul as well as body. Needs are as old as history. A big hope. The hope and people are one. Enduring satisfaction comes from working with and for others. Sometimes that hope seems all but ignored or forgotten. They are beginning to realize their hopes. A new hope.	Participation in discussion.
	Discuss satisfactions from receiving a gift handmade especially for you in comparison to the same item if it was purchased and had cost more.	Participation in discussion.
	Using a story from CO-ED, discuss how the characters show sensitivity to each other relating to economic, handicapped, social, age, and cultural situations.	Participation in discussion.
	Students write a paragraph telling how living in a family and community can help a person become more sensitive to the feelings of others. Include any specific examples that will help develop sensitivity to others.	

Concept 3: Responsibilities as a citizen. Omit if covered in Grade 8.

Objective 3: Identification of responsibilities as citizens.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
There is constant interaction between the community and you.	Film, "Citizenship and You," Coronet. Discuss what citizenship is based on film information.	
Family and community living has an influence on the development of the citizens.	Use the word "citizen" and list words coming to mind that you are reminded of when you hear the word "citizen."	
	Discuss list contributed as they refer to citizenship.	
	Comprehension	
Family and community share responsibility for meeting such needs as: Education, health, safety, religion, and recreation.	List contributions the community makes to the family that could not be provided by the individual family, such as recreation centers, hospital facilities, fire and police protection.	Contributions to discussion.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Discuss how the family can operate with and contribute to these efforts.	
	Use a bulletin board to show interdependence of individual family-community-state-nation. Title it, "No Teen-ager Is an Island."	
	List laws of the community which you think citizens ignore. Curfew, playing in streets, jay walking, riding bicycles without proper lights, snowballing buses, vandalism, trespassing.	
	Debate: "Do you think these laws should be obeyed, changed to fit the practice, or done away with entirely?"	
	Application	
Each individual member of a community has a responsibility to keep set standards.	List all the ways you think teen-agers show respect for laws of the community and ways in which this respect can be improved.	
Adults in the family and community can help youth develop their potential by offering broad and rich experiences.	List different kinds of discriminations you have seen or read about in your community, newspaper clippings, magazine articles, cartoons, pictures.	
	List kinds of labels used in schools and communities that are a result of prejudices.	
	Socio-drama. Students act out role of prejudiced and express false statements and apply false labels.	
	Other students question statements and accuracy of labels.	
	Analysis	
Each person must have an obligation to live by the idea that every person has real worth.	Rate your community as it looks to you. Then as a class, analyze the rating and see how well you agree. Write a paper on what we as teen-agers can do.	Paper.
Responsibilities of each citizen have an effect on the community and family.	Promote interest in real worth of people.	

II. Major Concept: Importance of the identity of self.

Broad Objective II: Evaluation of self in terms of maturity.

Broad Generalization: The degree of emotional maturity attained during adolescence may be a determining factor in the development of self and interpersonal relationships.

Concept A: Growing toward self-control.

Objective A: Recognition of the value of growth in self-control.

Generalization: A sense of self will grow gradually and continually as the individual acquires emotional control.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The self is a composite of an individual's thoughts, capacities, abilities, feelings, and values which are built up over a period of time.	Define terms connected with self such as feelings, emotions, personality.	Test on terms.
	Read references on personality patterns and adolescent development.	
	Pretest—"How socially mature are you?"	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
	Class discussion: “What composes ’self?”	
	Discuss personality traits important if one is to be likable.	
	Discuss the component parts which form a well-rounded personality or self.	
The emotional climate most conducive to development is one in which the individual is valued as a person of intrinsic worth.	Discuss the emotions which adolescents are learning to control: 1. Fear 2. Anxiety 3. Anger 4. Jealousy 5. Social sensitivity 6. Sex	
	View and discuss films, “Controlling Your Emotions,” Coronet, and “Too Much Affection,” Coronet.	Question-answer test on films.
	Application	
The individual’s perception of his emotional being determines how he will behave, and the response he receives to his behavior in turn may change his perception of himself.	Do a bulletin board which shows the development of an emotion from infancy to adulthood.	
	Collect cartoons and discuss the elements which relate to emotional growth.	
	Role-play situations which deal with emotional maturity in adolescents.	
	Write a paper discussing students’ reactions to hypothetical situations presented by teacher.	Written paper.
	Compile a list of emotions.	
	Suggest ways to control or release these emotions.	Ask students to react to picture in which emotional situations are shown. Observe reactions to emotional situations.
	Analysis	
The emotional growth of an individual will depend on his ability to attempt to satisfy his own needs, wants, and desires, while attempting to meet society’s demands and requirements.	Analyze results of pretest on social maturity.	
	Have students choose an emotion such as fear, jealousy, anger and observe it in others.	
	Observe ways in which persons do or do not control their emotions.	
	Analyze the effect of this action on others. Discuss in class or write a paper.	Write paper.
The sense of self grows gradually and continues to expand as one participates actively in an ever-widening social environment.	Retake test on social maturity. Compare results before and after class discussion.	
	Have a panel composed of class members. Discuss “What is expected of a socially mature 9th grader?”	
	Have a counselor, psychiatrist, or psychologist speak to class on “Growing Up Emotionally,” incorporating the interaction of emotions and behavior mechanisms.	Write a paper, reviewing major points of talk.

Concept B: Development of behavior patterns.

Objective B: Appraisal of the effect of patterns of behavior.

Generalization: The family has an effect on the individual in patterns of behavior.

Concept 1: Influence of values.

Objective 1: Recognition of value content in daily activities of home life.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Values are ideas or opinions that give direction to behavior and meaning to life.	Define value. Reference reading.	Check to see if students know what is meant by values.
	Comprehension	
Values include love, sense of security, trust, honesty, loyalty, self-control, thoughtfulness, beauty, pride, family unity, balance between present and future work and achievement, respect for the individual, belief in the dignity of man, and belief in the democratic way of life.	Class discussion of love, security, trust, honesty, loyalty, self-control, thoughtfulness, beauty, pride, personal immortality, family unity, balance between conformity and being an individualist, balance between present and future, work and achievement, respect for the individual, values in the democratic way of life. Discuss problem situations: 1. Woman who finds much satisfaction in preparing food for her family and guests.	Contributions to discussion.
An individual's values are reflected from early and continual experiences.	2. The man who spends hours working on remodeling a table for the family room. Discuss values which these activities might have for this woman and man. Identify the values.	
	Application	
When an individual grows up in a family that values both human worth and dignity, he has the opportunity to develop a feeling of security.	Buzz groups discuss how the values of these two families are expressed in our home. Dramatize, then discuss, home situations in which many of these values are expressed.	
	Student interview a homemaker who seems to enjoy homemaking. Ask her what she does at home that brings satisfaction that she would not like to give up and why she enjoys doing these activities so much. Report to class what activities were named, reasons she gave for enjoying them and what values you think they have for her.	Report.
	Analysis	
The values one holds affect his behavior in making decisions.	Everyone is given a chance to participate in extracurricular activities: School newspapers, church youth groups, baby sitting, and family obligations. What values acquired will influence one's decisions?	
	Write a paragraph answering the question, "What is expected of a socially mature 9th grader?"	Paragraph written.
Every American family and its members are pledged to ideals that make for democratic living.	Take a look at the preamble to the Constitution for values guaranteed by the Constitution and tell what these values mean to you as a citizen of the United States.	Report to class.

Concept 2: Development of value systems.

Objective 2: Appraisal of one's value system.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Value systems are developed as one's needs are being met,	Define: Moral responsibility	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
as one thinks about and reacts to his experiences and as he adjusts to change.	Spiritual enrichment Mutual consent Devotion to truth Respect for excellence Moral equality Pursuit of happiness	
	Listen to tape: "Developing Moral and Spiritual Values," CD-89, University of Minnesota.	
	Comprehension	
	Buzz groups discuss need for family to have a set of values.	
	Discuss the ideas we value in our homes.	
	Application	
A person with an integrated value system makes sacrifices in order to progress toward goals in harmony with his values.	Dramatize and discuss home situations in which good values are expressed.	Discussion.
	Analysis	
It would be desirable if our values were consistent with our welfare and the welfare of others involved.	Analyze incidents found in movies, such as "Sound of Music," or story, "A Tree Grows in Brooklyn," which show how families establish and cherish values. Determine which values met the needs of the family involved. Why are they important to these families? Report to class.	
	Synthesis	
A value is considered justifiable if we can relate it logically to what is good.	Keep a diary for a week, record important decisions you had to make. Note what value or values prompted you to make the decision you did.	
	Can you justify the values as consistent with your welfare and the welfare of others?	
The more accurately one perceives his value system, the greater will be the ease in choosing among alternatives.	Write a paragraph to illustrate the idea that it is sometimes necessary to risk being unpopular in order to uphold one's values. Formulate a list of values which you believe will help you in developing a code which will be a guide for you to live by.	Paper.
	Tell how you will use these values now and in the future.	
	Evaluation	
	Are these values justifiable?	
	Relate each one to what is good.	Paper.
	Write an evaluation.	

Concept 3: Development of social behavior.

Objective 3: Evaluation of values of social behavior in our society.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
All human beings are complex.	Define: Society, hospitality, poise, and manners.	
Meeting socially accepted	Read in texts, pamphlets, and magazines on ways in which people are alike in their social needs.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
patterns is important in our society.	Tape: "Social Development," CD-25, University of Minnesota.	
Good manners make you feel at ease.		
	Comprehension	
Good manners are part of growing up.	Have a socio-drama on ways of guiding adolescents through various social situations.	Evaluate socio-drama.
Your manners reflect you.	Discuss the value of good manners.	
	Application	
Social maturity develops from a variety of experiences, knowledge, and self-confidence.	Have a class party in which introductions, conversations, and social behavior can be practiced. Have F.H.A. give a party and be aware of etiquette and poise.	Standards of conduct.
Good manners reflect you. Good manners give one sophistication.	Have class study manners in public places, such as in stores, at the movies, in a restaurant, in church, when traveling.	
	Divide class into groups of three or four and have them do a short skit to demonstrate manners, introductions, poise, for example.	
Every known society and every individual has values which give direction to behavior.	Take a trait, such as shyness, and try to trace it to its origin. Compile a list of desirable and undesirable behavior which indicates varying degrees of social maturity.	Evaluate list.
	Analysis	
When one understands the accepted social patterns of behavior one can respond appropriately.	Write an article for the school paper on "Manners That Matter."	Test on accepted social pattern of behavior.
	Use two socio-dramas — one showing a girl who is socially confident and the other not confident. What are the reasons for their actions? How are they different? How have their actions been influenced?	Discussion.
	Synthesis	
	Compose several statements on manners in public places. Determine the effectiveness of manners in public places.	
	Summarize effectiveness of manners in public.	Summarize.
	Write an article which might be entitled, "How Grown-Up Are You?"	
	Article could be designated for publishing in CO-ED or the school newspaper.	Written article.

Concept 4: Influence of mass media on the use of leisure.

Objective 4: Appraisal of the effects of different types of media on adolescents.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Mass media includes radio, comics, magazines, TV, and movies.	Visit several nearby newsstands and find out what teen-age magazines sell in largest quantity.	
	Bulletin board of desirable magazines for adolescents.	
	Read articles in magazines on teen-age dating.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Make a survey of a group of 20 people to find out what are their favorite types of mass media.	
	Make a survey of 10 adolescents to find out what their favorite movies and televisions programs are.	
	Read references on effects of mass media among teen-agers.	
	Show film: "Better Use of Leisure Time," Coronet.	
It is important for teen-agers to recognize ways of sharing family activities.	Show film "You and Your Parents," Minnesota Department of Health. Discuss how families develop comradeship through leisure-time activities.	
	Discuss the kinds of activities the family enjoyed.	
	Give examples of hobbies which families could enjoy doing together considering those which cost little or no money.	
	Collect and discuss results.	Compare results.
	Discuss leisure-time activities families can enjoy together, places to go, nature hikes, camping, games, zoos, parks, lakes.	
	Report on surveys taken.	
	Discuss family activities which are free or inexpensive.	
	Girls volunteer mutually shared family delights as first robin, new book, a recording, picture.	
	Collect teen-age magazines and compare the contents.	
	Comprehension	
	Watch television three evenings from 5 to 10 p.m. and report on which programs you would recommend for teen-agers, small children, and adults.	Compare results.
	Application	
Various types of mass media can leave undesirable effects on teen-agers.	Read a case study on undesirable effects of mass media and discuss. Compare with observations made.	
	Check in community to find out what recreational activities and organizations are available.	
	Divide the class into two groups of three or four to a group. Have them discuss the question: How may adolescents make use of leisure time?	
	After the class has brought all the ideas together, have them discuss the value of adolescents enjoying leisure time.	
The enjoyment of family activities for the teen-ager depends upon his ability to share in these activities.	List interests shared with other members of the family and check how many of these interests might be developed into hobbies or pleasant activities which could be enjoyed by all the family.	
	Analysis	
When one understands the nature of the effects mass media leaves, one can choose more appropriately.	Write a paper on "How I Use My Leisure Time."	Grade paper.
	Make suggestions for acceptable mass media for adolescents.	Buzz sessions.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Sharing in family activities may lead to more enjoyable family living for teen-agers.	Divide the students into groups of three or four to a group. Discuss the question, "How can the family have fun together?" Each group is given a hypothetical family. After the class has brought all the ideas together have them discuss the value of families enjoying leisure time together.	Observe discussion.
	Make a plan of leisure activities which your family might enjoy, including at least one new interest.	
	Synthesis	
The common values held by families and the creative utilization of leisure time will result in the enrichment of living in our society.	Class develop a check list on leisure-time activities.	
	Evaluation	
	Use the check list for self-evaluation in the use of leisure time.	Evaluate check list.
	View a movie, television program, or read a story related to teen-age situations. Evaluate the individuals involved according to the check list.	Written or oral presentation.

Concept C: Influence of communication with peers.

Objective C: Recognition of the value of communication with peers.

Generalization: Understanding that the development of competencies in dating may result in satisfactory adolescent relationships.

Concept 1: Functions of dating.

Objective 1: Analysis of the functions of dating as related to teen-age relationships.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Dating is a period in which one becomes acquainted with the opposite sex.	Read in resources to learn about dating patterns in various communities and cultures.	
Friendship between boys and girls is important to their maturation as individuals.	Read current articles on dating customs and patterns.	
	Read articles on dating readiness.	
	Report on **Premarital Sexual Standards in America** by Ira L. Reiss or **Sex Education as Human Relations** by Lester A. Kirkendall.	
	Comprehension	
	Report on resources to find patterns of teen-age dating in various communities or cultures.	Reports.
Individuals seek relationship with others to satisfy the need for recognition, affection, adequacy, self-expression and empathy.	Summarize current articles that show various patterns of dating.	
	Panel of parents and teen-agers discuss factors which influence dating maturity, such as one's aspirations, one's maturity, customs, and attitudes.	
	Discuss how friendships with the opposite sex may become a basis for dating, first in a group and later as a couple.	
	Discuss "age for dating."	
	Discuss advantages and disadvantages of going steady.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Discuss the advantages and disadvantages of double dating, single dating. Discuss the successful date.	
	Review emotional problems of present-day youth.	
	Application	
Various stages in dating development require different competencies.	Collect problems through question box.	Buzz session in class.
	Predict the effect of adequate dating competencies.	
	Students give examples of how individuals and families differ in their capacity to love and in ways of showing affection.	
When one enters into a relationship, he contributes to it and receives from the experience.	Apply principles worked out from reading in texts and news articles to problems in the community.	
	Analysis	
Understanding the purposes of dating may result in satisfactory teen-age relationships.	Analyze the effect of acceptable dating practices upon teen-agers individually.	
	View and discuss the film, "Unwed Mothers," WCCO Television.	Write a paper.
	How could girls have avoided their situations? What solutions did they seek for their problems?	
	Discuss relationships with others during pregnancy and after childbirth and the stigma society has placed upon the unwed mother.	
	Hold debates on the following and related topics: You have to neck to be popular A fellow can't rate if he doesn't have a car A goodnight kiss doesn't mean a thing	
	Discuss problems of how boys and girls can help each other maintain the standards of our culture and how overemphasis on sex can be avoided.	

Concept 2: Influence of dating practices.

Objective 2: Analysis of dating practices as they relate to preparation for marriage.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
"Practice" refers to the experiences in increasing one's skill in relationships with others.	Read resources related to group parties, group dating, couples dating, and single dating.	
	List suitable activities and places to go on a date.	
	Comprehension	
Date behavior should be no different from other acceptable social behavior.	Discuss merits of group parties, group dating, couples dating, and single dating.	
	Write a paper on "The Best Date," emphasizing type, group, single, party, and activities.	Written paper.
	Application — Valuing	
The association with boys requires knowledge of the practices of dating.	Apply principles of techniques of dating in various situations. Discuss rules for dating in our community, in our socio-economic group.	Participation in discussion.
	Buzz groups — How to have a good time on a date or essentials of a desirable date.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Collect and discuss letters to advice columns about techniques of dating.	Participation in discussion.
	Have a style show of proper dress for various types of dates.	Clothing selected.
	Panel discussion composed of boys and girls, "What I Expect of a Date." Interview people in the community to find out how dating practices have changed.	
	Read and discuss a story from CO-ED on teen-age dating practices.	
	Check lists on "Am I a Good Date?"	Check list.
	Poll high school students about cost of various types of dates.	
	Tabulate results in class.	Results of poll.
	Analysis	
Knowledge of dating practices will influence later interpersonal relationships.	Write a paper on "How Dating Practices Now May Affect My Future Dating."	Paper.
	Read a story about teen-age dating and discuss "Would I behave similarly or differently from the girl in the story?"	

III. Major Concept: Relationship of adolescent behavior to the development of children.

Broad Objective III: Appraisal of adolescent behavior in relation to the development of children.

Broad Generalization: Individuals develop toward maturity through a succession of steps which help them to organize and integrate experiences into a pattern of behavior.

Concept A: Analysis of the developmental needs of a growing child.

Objective A: Knowledge of a growing child—his stages, maturation, and needs—may increase the understanding of him.

Concept 1: Influence of patterns of growth.

Objective 1: Analysis of the pattern of a young child's growth and development.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Growth is a process of having ups and downs.	Define and give examples of growth, growth patterns, individual differences, heredity, motor skills.	
	Read about growth in young children. View magazine pictures of children at varying stages of development. List growth patterns present or absent in the children viewed.	After discussion show class one new picture of a group of two-year-olds. Ask them to write about these children and the growing up processes these children are achieving or have achieved.
	Observe children in play or nursery school.	
	Observe motor skills — running, walking, jumping, skipping.	
	Record facts about muscle development and coordination.	
	Comprehension	
Development proceeds in an orderly sequence.	Given the list of growth patterns shown in pictures, discuss and predict the logical order one could expect them to occur in a child from birth to two years.	

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CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The direction of growth is toward the potential development of the individual.	Discuss in buzz groups how a child's growth pattern may affect his behavior. Give each group a different situation. Discuss how understanding the principles of growth might help one understand younger members in a family better.	Class discussion of order selected.
	Application	
Growth patterns for different individuals vary.	Practice with children learning various motor skills. Report experiences.	
	Analysis	
The growth pattern may have alternate periods of fast and slow growth.	Analyze the differences in growth patterns in children. How do they differ in muscular development and motor skills at different age levels?	

Concept 2: Importance of meeting the child's physical needs.

Objective 2: Application of the effects of meeting the basic physical needs of food, sleep and rest, and clothing.

Concept a: Food for a balanced diet.

Objective a: Application of basic nutrition principles to the needs of a growing child.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
A balanced diet contains the basic nutrients needed for the health and happiness of a young child.	Show film such as "Food as Children See It," General Mills. Define: Balanced diet, Basic 4, food supplements.	
	Review session on basic nutritional facts — Basic 4, nutrient, deficiency diseases, special needs of children.	Pretest on nutrition — begin discussion from there.
	Review basic menu planning principles and facts. Observe eating patterns of children in the play school.	
	Comprehension	
	Discuss the specific food needs of children as shown in the film.	
The total diet includes refreshments as well as meals served.	From the list of specific food needs for children give some possible reasons for their selection based on the child's needs for eating at various stages of development.	Quiz in order to get opinions. Discussion based on class suggestions.
	Given several typical menus offered to children, predict the child's reaction to them.	Quiz on menu planning children's food needs.
	Compare characteristics of a hungry child to one that is satisfied.	
	Application	
A balanced diet is affected by the development of good food habits and attitudes.	Make up several menus which illustrate meeting a child's needs — physical and psychological.	Prepare and serve a meal to a child.
	Experiment with a young child in using various tools, that is, regular spoon over child's spoon, small cup versus large, heavy one. Report on his reactions.	Report of experiment.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Panel on the responsibilities of a babysitter or parent in meeting a child's food needs.	

Concept b: Sleep and rest needed by children.

Objective b: Employment of the understanding of sleep and rest as a health need for a young child.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Sleep is one form of rest.	Define: Rest, fatigue, sleep pattern.	
	Observe a child for one hour; describe evidence of fatigue.	Observational report and class discussion.
	How does age affect the sleep pattern?	
	Comprehension	
	Discuss the decreasing need for sleep for children from birth to five years.	Account for differences in amount of sleep needed by children of different ages.
	What affects this changed sleep pattern?	
	Discuss "a child's bed." What characteristics are conducive to rest?	
	Observe nursery rest period. What was conducive to rest? How did an adult encourage rest? What specific methods with individuals were successful?	Suggest ways to develop regular sleep patterns, indicating role of environment, attitudes.
Sleep provides necessary rest from activities.	Observe two children who react differently during rest period. Write anecdotal record. How did attitudes of children differ? How did this affect rest?	
	Application	
The requirements of sleep in time and condition are altered as the child develops.	Arrange a change of activity in the play school to provide a rest period.	

Concept c: Clothing for children.

Objective c: Comprehension of the characteristics of desirable clothing for children.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Children's clothing which is washable, durable, and easy to put on is desirable for the young child.	Study exhibit of children's clothing and list its properties.	Give pretest on characteristics of children's clothing.
	State features that provide for child's needs, for example, fasteners, plastic panties, easy to put on.	
	Invite a young mother to come in and show clothing after it has been used and laundered. Perhaps she could provide exhibit.	
	Observe type of clothing worn by children in the play school.	
	Comprehension	
	Discuss desirable characteristics in children's clothing.	List of features in children's clothing.
	Have buzz groups develop a list of desirable features in children's clothing.	
	Identify common elements in today's and yesterday's clothing from a clothing exhibit.	

Concept B: Effect of the social world upon the preschool child.

Objective B: Appraisal of the effect of the social world on the preschool child.

Generalization: Provision for a variety of social experiences may lead to improvement in adjustment as a child grows up.

Concept 1: Influence of social experiences upon development.

Objective 1: Analysis of the effect of varying social experiences upon the development of a child.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Growth and maturation are modified and enhanced by experiences.	Members of class recall at what age they started to talk, walk, cut their first teeth, or other indications of development.	Judge characteristics observed by students.
	Recall experiences with children that have shown characteristics not typical of their particular age.	
	Use bulletin board display or project pictures of children three, four, or five years old on opaque projector.	
	Compare the physical differences of children the same age.	
	Observe children on the playground, in the lunchroom, in Sunday school, in the neighborhood, or with the family, and report individual differences.	
	Recall play activities of children. List some essential features necessary for satisfactory play.	
	Consult references to find out different kinds of learnings which are possible for children engaged in play. Ask grandparents about their play and playthings. Note similarities and differences.	Report to class; weigh each factor.
	Report on differences in personality due to chronological position in family; due to personality.	
	Observe child playing alone at home. Observe same child playing with brothers and sisters. Compare the ability to play alone with his abiltiy to play with members of his family.	
	Comprehension	
	Interpret what may have been contributing factors in the children's choice of play activities.	Interpretations by class members.
	What features, for example, clothes worn, health, equipment, would limit a child's play?	
	What would have been the play activities of children during pioneer days?	
	Compare two families: 1. Large yard with swimming pool, play house, bikes 2. Apartment house with no yard to play	
	Discussion: How would the children differ? What social problems might result in both? How could the parents remedy some of these problems?	
	Compare the physical differences of children the same age. Determine whether these differences might make a difference in their social develop-	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	ment. If so, what phases of social development are most apt to be affected?	
	Discuss gifts that children have received that they did not enjoy.	
	Did some other child enjoy it? What might have been reasons it was not appreciated?	
Since every individual, family, and culture is unique, the process of socialization is different for each participant.	Differentiate between activities where readiness had been reached by children and those where readiness had not been reached.	
	Observe the ways in which elementary children are being helped to make better adjustments in home, school, and community. Participate in these activities when possible.	
	Observe one child in the play school for several days and note what developmental tasks he has completed.	
	Note what tasks he is coping with. Arrange for games or play equipment which would contribute to various facets of social competency. Keep records of results.	
	Application	
The influences of parents, teachers, peer groups, and mass media are pertinent socializing agencies in building an individual's concept of self.	Discuss what social problems a child may have because of desirable or undesirable play experiences.	
	What play experiences can help a child with social problems?	Buzz session in class.
	What physical features can be provided to aid in play?	
	Predict the effect of adequate play experiences on a child.	
	Prepare for a "gripe-box" in which younger children irritate their high school sisters. Discuss what can be done about them.	
	Discuss why each family member is important and should be recognized as an individual.	
The behavior of an individual varies according to his social-emotional experiences.	List the childhood experiences in your own family which have contributed to your feeling of belonging.	
At every age a child needs appropriate equipment, freedom to explore, someone to listen to him and someone to answer his questions.	Develop basic ground "rules" for interpersonal relationships.	
	How can adjustments be made for differences in physical development?	Evaluation suggestions.
	Predict what social developments correspond to these physical differences.	
	Analysis	
An individual is continually defining and changing his role within the group. As the individual becomes more socialized, his organizational behavior becomes more complex.	What might have been some social effects or results from the play of children in earlier days?	
	What inferences can be drawn from participation in adequate play experiences? From inadequate play experiences?	
	Distinguish between adequate and inadequate play experiences. Compare lists of childhood experiences of members of the class to see what type of experiences contributed the most.	

Concept 2: Development of a sense of right and wrong.

Objective 2: Identification of the factors leading to the development of a sense of right and wrong.

Concept a: Factors involved in habit formation.

Objective a: Analysis of the factors in habit formation in relation to the development of a sense of right and wrong.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
A sense of right and wrong is a part of social development.	Read references to find out the ways in which children acquire values.	
	Define values, habits, right, wrong.	
	Try to discover the relationship of one's biological inheritance to one's values.	
	Read about the part education and society play in determining a child's values.	
	From your readings find the important developments that mark a change from what is generally regarded as less mature to a more mature sense of right and wrong.	
	Discuss the Golden Rule, the Ten Commandments and other guides which suggest a code of conduct.	
	Comprehension	
	Discussion of such things as conscience, pride, honesty, freedom, justice, mercy, prejudice, morality, bondage, truth, liberty, tolerance, sacrifice, devotion, and idealism.	
Cultural groups differ in what they consider acceptable behavior.	List the ideas which one may acquire from church or Sunday school which may influence a sense of right and wrong.	
	Discuss ways in which desirable habits are formed and the responsibility of individual family members in helping the child to form these habits.	
	Application	
Children learn habits quickly and are as ready to form good habits as less desirable ones if properly guided.	From observation of children in the play school try to determine which children seemed to have the strongest sense of right and wrong.	Class discussion.
	Try to observe these children to see whether their sense of right and wrong is consistent in all situations and at all times.	Class discussion.
	Observe how children react when a peer calls them a "cheater."	
	Analysis	
A sense of rightness may be acquired through the development of good habits.	Make a simple chart that uses stages for marking changes from what is generally regarded as less mature to a more mature sense of right and wrong and find examples from real life situations or situations in the play school that illustrate each stage.	
	Make a list of children's offenses. Check in order of seriousness to you. Arrange offenses in order of seriousness.	Discussion.
	Prepare a list of suggestions for adults to help children develop a realistic sense of right and wrong.	

Concept b: Need for respect, understanding, and acceptance.

Objective b: Identification of the basic rights and needs of children.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Children need to feel respected.	Discuss the meaning of respect. List different people whose respect children need. As a class, list individual differences which might be observed in kindergartners. Review basic human needs.	
	Comprehension	
Love and discipline when combined in the socialization process act as balancing factors in developing values.	In buzz sessions discuss the ways adults show or fail to show respect for children. Dramatize ways in which an adult may show respect for a child.	
	Observe a kindergarten class to see how teacher handles different types of children and their needs. Discuss "How do we detect needs in children?"	Short check test on observation in kindergarten. Object — to see if girls are aware of purpose of observation.
	Work out a bulletin board showing various rights and needs of children. Study the "Pledge to Children" and discuss which items are the responsibility of the school, family and community.	
	Application	
	Class members write down their reactions to the word "rights." Tally answers and see how they line up with "Respecting a child as a person." Read a story on parent-child relationships. Look for ways in which parents showed concern for (1) rights and (2) needs of children. Write a short paragraph finishing this sentence "When I baby sit, I can help children by giving them opportunities to ...." Home learning experiences: Observe a child in his natural environment, watching for examples of understanding and respect on the part of adults.	
	Analysis	
A respect for children, an understanding of their immature behavior, and an acceptance of them as people has an effect on their development.	Role-play various types of behavior common to this age group. Class analyze situation as to cause and discuss possible ways to guide children.	
	Arrange for a panel composed of a nursery school or kindergarten teacher, a parent, and a social worker or psychologist to discuss the topic, "Children Are People."	Write a brief summary of the discussion bringing out main points stressed and implications for girls as baby sitters.

Concept 3: Relationship of sex differences to role behavior.

Objective 3: Organization of concepts relating to behavior because of sex differences in interests of boys and girls.

Concept a: Differences in interests of boys and girls.

Objective a: Analysis of the differences in role interests because of sex.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Boys and girls play together and enjoy the same activities.	Use reference books to find the interests of preschool boys and girls. Try to recall own early experiences in playing with the opposite sex. What were your feelings?	
	Comprehension	
	Discuss effect on small children of teasing about "girl friends" and "boy friends" and about who you're going to marry. Discuss the chances your peer group has to play together and enjoy the same activities. Discuss the idea that our society is moving toward a "sex-less" society as shown by clothing, division of household duties, care of children and earning a living.	Class discussions.
	Application	
When a young child begins to enter into social relations with other children, distinctions between boys and girls are not likely to be very noticeable.	Use the interests of children to provide play equipment for the play school. Note which sex plays with the toys and their manner of playing. Do the same for books, records and music, games and pictures. Note the reactions of the children.	Class discussion from observations.
	Analysis	
Differences between the average boy and girl are reflected in their social behavior.	Observe children in play school as they play "house" to see whether they always assume their own sex role. Observe the differences between the sexes in their reaction to a pretty dress, a new hair-do, a new truck, a child who is unhappy. Analyze to see whether their reactions are similar due to their sex.	Observations for class discussion.

Concept b: Differences in behavior patterns.

Objective b: Prediction of differences in behavior patterns of boys and girls.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The stereotyped notion of a "real" boy or a "real" girl deals mainly with superficial aspects of conduct.	From the reference books find the actual differences between boys and girls. List ways in which they differ. From the reference books find out the differences in the behavior expected of boys and girls according to socio-economic classes. Compare similarities and explain. View film, "Helping the Child to Accept the Do's," Encyclopaedia Britannica Films. Note do's which are truly feminine or masculine.	
	Comprehension	
	Read Your Own Story by Marion L. Faegre—Paperback, University of Minnesota or A Story About You by M. O. Lerrigo and H. Southard—Paperback, NEA. Discuss ways in which the subject of sex differences might be presented in a play school.	Discussion.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Observe in play school, situations which indicate a child's interest or lack of interest in sex differences.	
	Compare the effects of the "stork-type" story about sex and reproduction with the presentation in **Your Own Story** upon a child.	
	Explain briefly how and when you would explain sex differences and reproduction to a preschool child.	
	Application	
Consciousness of sex differences increases with the age of children.	What would you do if a boy and a girl were about to use the toilet facilities together?	
	Discuss how the way this situation was handled might affect a child's attitude about sex.	
	Observe children in the play school to note any who seem to prefer the opposite sex role.	Written report and discussion.
	Where might the child have acquired the desire to be of the opposite sex?	
	Analysis	
Psychological differences in sexual behavior of children will be greater than those of a mature person.	Write a brief report on what you would tell a small child about "where babies come from."	Written report and discussion.
	Discuss the question, "Why is it important to like being a member of your own sex?"	
	From your own experiences list the differences in the way boys and girls should act. Compare differences.	
	In your own family are there differences between what is expected of you and what is expected of your brother.	Discussion.

Concept 4: Importance of developing independence.

Objective 4: Analysis of principles affecting factors of independence.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Independence is a mark of maturity.	Read to find the relationship between self-confidence and skills.	
	List experiences in your own life in which a skill contributes to your independence.	
	Read to find the relationship between independence of children and their sex, their siblings, and position in the family.	
	Read to find what parents and teachers can do to promote independence.	
	View film, "Frustrating Fours and Fascinating Fives," University of Minnesota, to note development of independence.	
	View film, "Over-dependency," Minnesota Department of Public Welfare.	
	Comprehension	
	Assist some children who need help with their dressing so they become more independent and will gain in self-respect.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	List other ways in which children may be assisted to become more independent, such as bathing.	Class discussion.
	What is meant by the saying: "He is still tied to his mother's apron strings"?	
	What clues does this give parents about the need to stop, watch, and listen to their children.	
	List the value of chores in developing independence.	
	Application	
Your ability to live your own life, make your own decisions, and stand on your own feet has its roots in your early relationships with your parents.	Compare the findings on sex, siblings, and position in family with your own self as far as independence is concerned.	Class discussion.
	In the play school observe the place of habit formation in the development of independence.	
	Note which factors seem most important.	
	Observe a child at home to see what activities he does on his own.	
	Note the effect on him of skill, praise, and noninterference on the part of the parents.	
	Analysis	
There are many times when parents would do well to stop, watch, and listen to their children.	Summarize some of the things children learn about independence from playing with other children.	
	Discuss other factors which cause one child to be more independent than another in the same family.	
	From cases you have known, stories you have read, plays and movies you have seen, list some of the ways in which children are "babied" by their parents.	
	Discuss in class why the parents may be behaving as they do in each case.	
	Do young people always react the same way to too much parental control? What are some of the more frequent ways in which young people respond to overprotection? Which are the better ways?	

Concept 5: Need for relationship with others.

Objective 5: Analysis of children's need for relationships with other children, their families, and other adults.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Children need interpersonal relationships.	Discuss the terms "interpersonal" and "relationships."	
	Consider with what people children usually have relationships.	
	Discuss the attachments which children tend to choose at this age.	
	Read references about "the child's companions."	
	Comprehension	
Individuals seek relationships with others to satisfy	Discuss the ways in which children form relationships.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
the need for recognition, affection, adequacy, self-expression, and empathy.	Discuss the differences in relationships formed, for example, parents, other children, siblings. Discuss the relative importance of attachments children make—importance from child's point of view and that of parents. Discuss the value of other companions, including pets, as mentioned in reading but not discussed earlier.	
	Application	
The extent to which children learn social skills and some motor skills depends on their interpersonal relationships.	Observe relationships between children in play school. List social skills children apparently need to learn, are learning, and have developed. Divide class into groups and have them choose a social skill. Each group may then show by role-play some of the children's problems in developing the skill. Discuss how child learns to share, to assert independence, and to have his rights to possessions respected.	
	Analysis	
Interpersonal relationships will serve as a motivating force in personality development.	Have class discuss and compare maturity levels of children who have made friends readily and those who play alone. What social skills are present or lacking? In buzz groups, discuss personality traits singly, comparing the level of attainment in child with his level of relationship with others, for example, independence, ability to share, concern for others, trust. Observe a child from beginning of play school until the class is dismissed. Did his opportunity for relationships help him grow? Home learning experiences: Interview mother of child observed in play school. Ask for indications of growth as a result of relationships in play school. Report could be written but could also be given orally.	**Write this in form of a diary written by child.**

Concept C: Relationship of play to the growth and development of children.

Objective C: Appraisal of the needs of children to achieve satisfactory growth through play.

Generalization: At every age a child needs appropriate type of play materials, freedom to explore, to act out his fears and frustrations, and to play out day after day in miniature or symbolically the complicated and essential tasks of human living.

Concept 1: Play as a tool for growth.

Objective 1: Evaluation of the development of children through play.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Play is a child's method of learning and involves exercise, experimentation, and exploration.	Read references on the purposes of play and play equipment. Define: Play, exercise. Display of ordinary household play objects and some manufactured toys.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Visit library to see books suitable for children.	
	Observe emotional situations in which children become involved when playing.	
	Observe children in different types of play. Note what they are learning in each activity. Visit a toy department.	
	Comprehension	
In selecting play materials for children consider the stage of development, needs, and interests of the child.	Have buzz groups give examples of toys and games that meet a child's needs.	
	Discuss toys and games in relation to their contributions to satisfying the needs of the child at different stages, for example, a large ball vs. a squeaky toy.	Contribution to discussion.
	Discuss safety features in toys. Collect books for children which they will enjoy. Indicate age groups for each book. Discuss procedures to be followed when reading or telling stories to children.	Book collection.
	Discuss ways in which play contributes to mental, physical, and social development of the child.	
	Discuss ways in which play helps a child master patterns of human interaction and communication.	
	Plan a bulletin board display of pictures of toys or an exhibit of toys.	Recognition of toys suitable for various ages as shown on bulletin board.
	Discuss role of adults in children's play.	
	Discuss effect of play on a child's personality.	
	Make a bulletin board display of different activities children enjoy. Set up exhibit for PTA of books, games, toys for various ages.	
	Discuss the effect of a child's environment upon his type of play.	
	Application	
Play provides exercise by putting muscles and mind to work.	Bring to class a list or examples of appropriate games and toys for specified age group.	
	Read one book or story to children in play school.	
Interests of children vary according to their stage of development.	Note reactions and questions. Follow with discussion of story with children.	
	Divide class into groups to plan and carry out play activities with the children in play school.	
	Set a play school in department where girls will participate and observe children. Consult bibliography for references on how to organize and evaluate.	
	Supervise and report on play of children at home.	
	Learn some new games to teach the children in play school.	Evaluate ability to teach a game at play school.
	Select toy advertisements that have reference to development of children.	
	Find illustrations of toys and games for different ages. Observe how children use imagination when playing with available toys.	
	Allow children to dramatize a familiar story, with girls listening for interpretation and imagination.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Home experience: Write a short paper on "Children Grow Through Play" based on personal observation of children.	
	Analysis	
A child will develop socially and emotionally through play.	Analyze a selected toy or game in relation to its contribution for developing muscular coordination.	
	Analyze experiences of directing children's play.	
	Analyze reasons for children using the same play materials in different ways at different age levels.	
	Plan group games providing opportunities for leadership for each child. Compare development at various age levels.	
	F.H.A. Plan a party for preschoolers. Allow time for free play, organized play, and social interaction.	Evaluate a short paper on how one child carried her responsibility as leader in a game.
	Follow up party with a group discussion on types of development they observed, considering age, sibling relationships, opportunities available to child.	
	Synthesis	
	Develop a set of criteria for selecting play materials. Include safety, durability, educational value, and appeal to children.	Critieria developed.
	Develop guides that may be followed when directing children's play.	
	Develop guide for judging children's books. Summarize some of the things children learn from playing with other children.	Summaries.
	Evaluation	
	Evaluate selected toys or games using criteria developed.	Evaluation of toys.
	Use criteria in selecting a toy or game for a child's gift. Write a paper on the significance of play for children.	Evaluate papers.

Concept 2: Development of creative expression through play.

Objective 2: Judgment of a conducive climate for creative expression of children.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Creativity is the capacity to innovate, invent, or reorganize elements in ways new to the individual.	Read references on the development in a child of his awareness and appreciation of aesthetic aspects in his world.	
	Define: creativity, aesthetic.	
	Exhibit of materials used to develop creative expression in children.	
	View exhibit of children's art work. Observe children in original dance, pantomimes, creative dramatic situations, story telling situations.	
	Observe their ability to express themselves verbally.	
	Observe ways in which different children approach new materials.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
	Select records of music for preschool children. Play some for children in the play school. Note their reactions. Observe children in the play school and note evidences of a child using his imagination in use of play materials.	
	Discuss ways in which children react to different colors, music, textures.	
	Discuss the effect of a child's environment upon his creative development.	
	Discuss the types and characteristics of creative materials which could be provided in the play school.	
	Discuss the importance of encouragement and praise in building a child's faith in his abilities and the importance of respect for the work of others.	
	Discuss the value of observing children in creative situations for better understanding of the individuality and uniqueness of each child.	Contribution to discussion.
	Discuss the variations in language ability.	
	Discuss the value of music in the development of the child's ability to differentiate between sounds and as an opportunity to react to music in his own way. (The sound of his voice, the sound of things around him.)	
	Bring cartoons from newspapers or magazines which illustrate use of creative materials by children.	
	Application	
The capacity for creativity varies with different individuals.	Work with different materials with children to motivate them to create meaningful works. Provide opportunities for children for imaginative play — occupations, family life. Note the portrayal of roles.	
	Analysis	
	Analyze effects of different colors, music, textures on children. How do they vary? Why should there be a noticeable absence of adult instruction on the use of creative materials?	
The environmental climate that allows freedom for an individual to explore, to express himself, and to test will foster creativity.	Analyze the statement: "The child's art product has no value, rather, that this value is secondary to the act of creation." Analyze the various ways in which children dramatize a situation, tell a story, express themselves.	
	Analyze the statement, "Art is basic to a child's way of life."	
	Synthesis	
	Devise a check list to obtain information on the aesthetic growth of the child. Include: His confidence, interest, awareness of environment, inventiveness, individuality of expression, resourcefulness in use of time.	Check list.
	Evaluation	
Creativity may be promoted by appropriate play material.	Write a paper on the value of creative materials as a means for a child to express his feelings.	Paper on the value of creative materials.
	Evaluate the aesthetic growth of a child using the check list developed.	

Concept D: Relationship of personality development to emotional and intellectual growth.

Objective D: Analysis of the relationship of personality development to emotional and intellectual growth.

Generalization: As children are given opportunities to grow as individuals, the development of their personalities will be influenced.

Concept 1: Relationship of personality development to maturity.

Objective 1: Evaluation of factors involved in personality development of children.

Concept a: Formation of a personality.

Objective a: Discrimination of the relationship between personality development in children and the personalities of adolescents.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Adolescents wish and need to know themselves.	Show film, "Sibling Relations and Personality," Audio-Visual Extension Service, University of Minnesota.	
	Read references on adolescent characteristics.	Short quiz on reading — one word answers.
	Complete a check list "Who Am I?"	
	Comprehension	
	Discuss characteristics of adolescents.	
The factors determining personality formation are developed early in life.	Discuss what adolescents need to know about themselves.	
	Dramatize, in groups, the characteristics of adolescents found in references.	
	Discuss reading: Why is an understanding of children important to us?	
	In buzz groups discuss ways in which various agencies and individuals help adolescents to understand themselves; discuss check list and write a paragraph listing dominant characteristics of each class member.	Paragraph.
	Discuss personality traits listed in reading which are typical of adolescents.	
	Application	
	Observe children in play school.	
	Compare characteristics in children to similar ones in adolescents.	
Personality development of adolescents can be better understood through the study of children.	Read a story from a magazine such as CO-ED which illustrates a specific personality trait. Have students write a paper on how that characteristic has its roots in childhood and continues to grow through adolescence.	
	Have a party for preschoolers.	
	Observe children's characteristics which are also evident in teen-agers. The following day, discuss party with this theme: "I can see myself ten years ago."	
	Analysis	
Understanding children will lead adolescents to an understanding of themselves.	Observe instances of growth in interpersonal relationships and emotional contact in play school children. Analyze in relation to "average" characteristics for age level.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Dramatize characteristics of children and then the teen-age version of the same.	Dramatizations.
	Read individual book reports chosen from list including such books as **And Then There Were Eight** and **Please Don't Eat the Daisies.**	Written reports.
The personality of an individual is formed from behavior patterns established in childhood.	Students may choose to write the report or give it orally. Report would include some analysis of personality traits in children with an inventory of these traits in an adolescent.	
	Class entertains mothers of play school children. A short program would allow girls to explain their observations of social development and their opportunities afforded to understand themselves.	Contributions to program.

Concept b: Identification with adults as models.

Objective b: Analysis of the roles of adults as models for children.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Parents are the first models of children.	List characteristics of models and followers. Read references about adult roles as models. Discuss prevalent attitudes and action in children ages 3-5. Discuss the growing awareness children have of their environment and also of parents.	
	Comprehension	
One way to learn how to act in a given culture is to identify with a person of the same sex.	Consider ways in which children show their impressions of parents. Discuss children's behavior as an outgrowth of imitation. Which activities of parents are most readily copied by children? Discuss in small groups. Prepare a flannel board exhibit composed of pictures of children imitating adults' role.	Write a brief summary of what authors concluded about imitation in children.
	Application	
The emerging personality of the child depends to a large extent on how his parents meet life's problems.	Dramatize the role parents play in helping children solve problems. The problem-solving approach of the parents may be first negative, then positive.	
Through identifying and modeling, an individual learns roles, attitudes, and values.	Work out a day's schedule in the life of a four-year-old. What are his problems? How can parents help him meet these problems? How are his problems similar to those of his parents? Look for magazine articles and stories on child development which deal with the role of adults as models. Give individual oral reports. Tell stories of embarrassing situations created by children because of their tendency to imitate adults.	
	Analysis	
Children will identify themselves with parents and other adults through imitation.	Watch children at doll play. Observe their behavior as they pretend they are mothers and fathers. Find obvious and hidden relationships in behavior.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Through role-playing groups, dramatize an adult solution to a problem followed by a socio-drama of a child's solution to a similar problem. Show relationships in problem-solving techniques.	
	Write an original anecdote showing the relationship between parents and children as models and imitators.	Write a short paper on "My Responsibilities as a Baby Sitter," from the angle of children's tendency to copy or imitate.
	Observe in play school the evidence of identification of children with parents of like sex through the selection of activities.	
	Write a paper on how this will continue and become more refined in the future.	

Concept c: Influence of mass media on children.

Objective c: Identification of the effects of different types of media on children.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Mass media include radio, TV, newspapers, comics, magazines, and movies.	Take a survey of the class to find out what students do in their spare time; what are favorite types of mass media?	
	Visit newsstands and find out what they have to sell and what magazines sell in the largest quantity.	
	Experiment by yourself; watch an educational TV program rather than a favorite and write down the feelings you have as a result. Read literature on the subject.	Quiz on reading.
	Comprehension	
	Collect comic books and strips and compare their contents. Discuss.	
	Watch TV shows between 5 and 8 p.m. and see how many there are for children and how many unfit for children. Collect results and discuss.	Compare results.
	Application	
Various types of mass media affect personality characteristics of children.	Read a case study done on this problem and discuss it. Compare with findings made previously.	Share results of survey.
	Survey community offerings to see what types of recreational activities and organizations are available in the area.	
	Analysis	
When one understands the nature of the effects that TV and other mass media leave, one can choose more appropriately for children.	Analyze above experiment on self.	
	Write a paper on "The proper place of television in an American child's life."	Evaluate paper.

Concept 2: Emotional development of the child.

Objective 2: Appraisal of a child's emotional needs for the achievement of satisfactory growth.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
A child's needs are based on physical development and his self-concept.	Brief introduction to developmental tasks.	
	Define: Play, love, security, happiness, comfort, affection, emotions.	
The emotional climate most conductive to development is one in which the individual is valued as a person of worth.	List some physical and emotional needs of a preschool child on the board. Discuss how these can be satisfied by a parent or parent substitute.	Compile list.
	Use resource person to discuss how children grow. Also to discuss some of their behavior problems.	
	Read references describing behavioral characteristics of children at different ages.	
	Class brainstorm: Read references on the meaning of discipline. Read references describing how children express emotions such as anger, fear, hate, and jealousy.	
	Define guidance. Have a counselor speak and define his or her role to the class.	
	Read what authorities say on advantages and disadvantages of mothers working outside the home when children are of various ages. Consult employed mother.	
	View films such as "Children's Emotions," "Control Your Emotions," or "Act Your Age," University of Minnesota.	
	Comprehension	
The more secure the individual the more open he can be in relating to the world around him.	List behavior problems and discuss possible reasons.	
	Outline the behavioral characteristics of children at different ages.	Write definition of discipline. Write a paragraph describing how a child may express his jealousy over a new baby brother or sister. Teacher use to see where there may be a need to reinforce learning.
	Discuss meaning of discipline. Discuss how children express their emotions of anger, fear, hate, and jealousy.	
	Discuss how children express emotions such as love, happiness and affection. Discuss differences and similarities in these emotions.	Students list questions to ask each other.
	Make a check list of emotions and check yourself on them. See which ones are most prevalent. Compare to see if they are similar to children's.	Have a self quiz. Check list results.
	Discuss reasons for the importance of treating children as individuals.	
	Discuss results of research on the effects of mothers working.	
	Application	
A child's need for happiness and security is related to his self-concept and how others treat him.	Observe children in a play school situation. Look for specified behavioral characteristics.	Write up observations.
	Have minute drama depicting a guidance situation.	
	Suggest ways grownups behave which might cause a child to develop behavior problems.	
	Relate problems noted in observing children to behavior noted in adults and teen-agers.	
	Discuss to what extent behavior is based on childhood training. Discuss effect of health on behavior.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The combination of affection and discipline provides an atmosphere for identification.	Students survey their neighborhoods and list conditions which influence a child's behavior. Discuss what the neighborhood could do to improve conditions.	
	Assign girls to an afternoon baby-sitting job. Have them try out some new ideas worked on in class.	Compare job results.
	Analysis	
A child whose basic needs for happiness and security have been satisfied is free to develop into a well-adjusted adult.	Observe children in a play school situation and make a list of emotional behavior displayed by them. Check those experienced.	
	State reasons for action and plan a way to help a child overcome an undesirable behavioral trait.	
An emotionally secure individual masters his environment and shows a certain unity of personality and is able to perceive the world and himself objectively.	Analyze cartoons and pictures showing children in various situations.	
	Analyze role-playing. Discuss why it is important for a person to release tensions. Analyze the minute dramas.	

Concept 3: Language development of the child.

Objective 3: Analysis of the factors involved in language development.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Language skills help a child organize his experiences.	Read about language development.	
	View film, "Learning and Growth," University of Minnesota.	
	Survey some children in your neighborhood to see when they first begin to talk and what they said.	Compile lists.
	Make a comparison list.	
	Define and learn terms connected with language development: Language, imitation, vocabulary, sequence, verbal, larynx, sentence structure, communication.	
	Listen to a report given on the sequence of language development.	
	Observe and listen to children who are missing their front teeth.	Write out on paper and report to class.
	Ask them to pronounce r's, s's, and z's. Report back what you hear.	
	Comprehension	
	Make a chart showing the sequence of language development.	
	Show a diagram of what happens when people speak. Learn names of parts of neck and throat used.	Quiz.
	Discuss "Baby Talk," what it is and what its importance is.	
	Discuss what influences older people have on children's language.	
	Give examples of poor language habits children pick up and discuss what to do about them.	Write a report on one bad habit. Give solution.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Application	
Language development relates to an overall general pattern achieved by a child's maturity and experience.	Observe children and collect "samples" of their language; bring to class and compare different words and phrases at different age levels. Have a panel on problems children have with language and some solutions for them. Make a list of grammatical errors made by several young children observed over a period of a week or so. Classify errors according to types and see where you find most of them. Discuss how the understandings of a child's language problems can help you be a better babysitter.	
	Analysis	
A child's natural way of learning the language is psychologically sound.	Observe a child who is retarded in his language growth or has a special problem. What suggestions can you make? Analyze your own reading background for reasons as to why you read as you do and how this relates to your language development. Write a paper on "The Importance of Language Development in Children."	

GRADE 11

LOOKING FORWARD TO THE FUTURE

Introductory Statement

By sixteen, the teen-age girl is becoming emotionally quite stable. She has developed more self-confidence and poise and is ready to be more discriminating. The eleventh grade girl as a result is ready for a more discriminating self-analysis. This resource unit deals in greater depth than other units with the development of a philosophy by which she will guide her life. She is eager to find a sense of direction; therefore, this appears to be the time to use the section of this unit on the differing roles of women. Because she is better equipped for abstract thinking, solving problems, and making decisions, the unit devotes a specific area to the development of this ability.

Unit Objectives

I. Perception of the relationship of the individual to parents and siblings.
  A. Appraisal of the relationship of the changes from dependence to independence on parental and sibling relationships.
  B. Perception of family privileges, responsibilities, and obligations to its members.

II. Appraisal of a philosophy by which to live.
  A. Perception of the influence of personal values.
  B. Analysis of the influence of emotional development.

III. Identification of preparation for adult responsibilities.
  A. Analysis of the development of the decision-making process.
  B. Acceptance of oneself in the role of a potential young woman.
  C. Judgment of the influence of management on family life.

Unit Suggestions

I. Major Concept: Relationship of the individual to parents and siblings.

Broad Objective I: Perception of the relationship of the individual to parents and siblings.

Broad Generalization: To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.

Concept A: Change from dependence to independence.

Objective A: Appraisal of the relationship of the changes from dependence to independence on parental and sibling relationships.

Generalization: Gaining independence is a gradual process which has an effect upon one's relationship with others.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
Independence begins in the earliest years of life and develops throughout life.	Discuss how parents' methods of child rearing contribute to meeting the basic needs for independence and dependence.	
Developmental tasks of parents and children are both complementary and conflicting.	Discuss how a child may learn to show parents and others his needs. Discuss how living more independently also includes being more self-disciplined. Discuss "maternal overprotection."	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Application	
Independence involves a new and more mature relationship with your parents and siblings. Establishing independence can be adapted by promoting freedom with responsibility.	Buzz groups on helping an individual develop independence. Use the following keys to help understand and guide: 1. Expect only what is fair 2. Set the stage for success 3. Show approval of achievements 4. Give individual unconditional affection 5. Respect him as an individual 6. Desire for freedom: "My mother insists on buying my clothes. She always comes along and buys what she likes whether I like it or not. She doesn't think I have good judgment."	Report results to class.
	Analysis	
	Analyze why being open-minded enough to use the advice, opinions, and experiences of others develops independent thinking.	Evaluate to recognize good analysis and judgment.

Concept B: Development of a sense of responsibility to the family.

Objective B: Perception of family privileges, responsibilities, and obligations.

Generalization: The development of a sense of family responsibility may come with a perception of the privileges, responsibilities, and obligations which result from membership in a family.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Acceptance of responsibility is essential to maturity.	Define the terms: Privileges, freedoms, responsibilities, compromise, obligations, complications, and incentives.	Quiz on definitions.
	View the film, "You and Your Family," Assoc. Films.	
	Comprehension	
	Discuss film on the basis of responsibilities of parents.	
	Discuss the saying that "with each new privilege or freedom come new responsibilities or obligations."	
	List and discuss new obligations that come with the privilege of learning to drive a car, earning your own money, for example.	Evaluate contribution to discussion.
	Application	
Development of a sense of responsibility begins in the preschool years and increases as the child grows.	Socio-drama: Bring out the conflict between two teen-agers and their parents over the use and upkeep of the family car.	
As families provide opportunities to engage in worthwhile work, youth have opportunities to learn adult roles and to develop feelings of worth and significance.	Write a report stating your beliefs about this statement: "Every parent will react favorably to an honest display of increased responsibility on the part of a teen-ager."	Evaluate report.
	Analysis	
	Complete a check list on the obligations of a home. Rate yourself—never, sometimes, usually, always. Give reasons.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Synthesis	
As one matures, new responsibilities as well as freedoms will be accepted.	Analyze how democratic life depends on acceptance of responsibility. Make a plan for earning a particular kind of freedom you want by taking responsibility. Discuss your plans in small groups.	

II. Major Concept: Development of a philosophy by which to live.

Broad Objective II: Appraisal of a philosophy by which to live.

Broad Generalization: Evaluating environmental influences may result in the development of a philosophy of life.

Concept A: Influence of personal values.

Objective A: Perception of the influence of personal values.

Generalization: Understanding personal values may result in the development of a philosophy of life.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
A philosophy of life is influenced by personal values.	Define: Values, value system, philosophy of life.	
One's philosophy of life includes the decisions one makes.	Read about the philosophy of life as framework which supports all parts of a person's life. Read the philosophy of a well-known person as an example of the relationship between values and one's philosophy.	
A philosophy of life also includes beliefs about the meaning and purpose of life which begin to develop in earliest childhood.	Listen to Dr. Pennington's tape on values given at an FHA convention. Audio Visual Dept., State Dept. of Education. (Send tape for copy.)	Discussion of the tape.
Value systems are developed as a person's needs are being met, as he thinks about and reacts to his experiences and as he adjusts to change.	List important sources of help in forming one's beliefs or sense of values—religion, books, magazines, observation, and personal contacts. Read references to determine the meaning of democracy in family life as it relates to the formation of values.	
	Comprehension	
	Discuss: One's philosophy of life includes the ideas of right and wrong which have been developing since childhood.	Discussion.
	Discussion of questions to help formulate a philosophy of life, such as: Who Am I? Where Am I Going? What Do I Want Out of Life?	
	Make a list of your personal values.	
	Write a theme such as: "Who Am I?" "What Do I Want Out of Life?" "Where Am I Going?"	
	See a film such as, "Defining Democracy," University of Minnesota, which explains the meaning of democracy in a simple way. Discuss the film.	Quiz.
	Point out characteristics of democratic living as: minority as well as majority recognized, cooperative action for common good, freedom with responsibility, free participation.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Discuss illustrations from such works of fiction as **Belles on Their Toes** by F. B. Gilbreth and E. G. Carey or from any magazine stories that show families planning and sharing. Discuss the techniques families used to make each member of the family feel important by sharing in planning.	Discussion.
Personal values reflect a philosophy of life.	Develop a "code of conduct" which meets today's society demands. Discuss how realistic such a code would be.	Write a summary.
Interaction among family members is influenced by expectations of the roles of one's self and others in the family and the values of the family members.	Have two skits given before the class. In one show a scene from a democratic family where they are planning or making decisions together about a family problem as "what the family will do for vacation this year." In the other scene have an incident where the father or mother or a child dominates the situation and says it must be what he wants.	Written summary.
	Contrast how it feels to be a member of each family.	
	Plan and carry out plans for family members to share democratically in home living.	Reports to class.
The more accurately one perceives his value system, the greater the ease in choosing among alternatives.	1. Have a mock family council showing how families may plan for sharing responsibilities.	
	2. Plan contributions one can make to successful democratic home life, such as cooperating in family activities, sharing tasks and responsibilities, helping to make and abide by group decisions.	
	3. Have a panel discussion on this subject: "Should the children have a voice in planning the use of the family income?"	
Learning to participate democratically in reaching family goals helps prepare individuals for participation in other social groups.	4. Divide into committees and list some family decisions that seem better for the entire family to make. Make a report and justify why the family should make the decisions.	
	5. Discuss how democratic family living will help one to be a more democratic citizen.	
	Plan ways democracy can be expressed by the class and teacher in their living together in the home economics department. Discuss present practices and plan for using more democratic practices in the home economics department, such as ways of making regulations for group behavior, ways of handling financial problems and housekeeping problems. Plan how such methods of deciding together can carry over to family life.	Discussion.
	Discuss these questions: 1. What is democracy? 2. What does it mean to you?	
	Analysis	
A person with an established and integrated value system will withstand privations, make sacrifices, and run risks in order to progress toward goals in harmony with his values.	Have a panel discussion on "The importance of analyzing what one believes and feels about things in setting up goals for living."	Participation in panel.
	Compare values held important by adults and young people as they relate to common concerns of youth —clothes, recreation, use of car, for example.	Discussion.
	Synthesis	
	Write a paper which explains your philosophy of living based upon your values.	Written paper.

Concept B: Influence of emotional development.

Objective B: Analysis of the influence of emotional development.

Generalization: Understanding one's emotional development may bring about the development of a philosophy of life.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
A philosophy of life is influenced by one's emotional maturity.	Define: Emotional maturity. Identify the factors of emotional maturity.	
Factors of emotional maturity include that you: 1. Are able to recognize your problems. 2. Can make up your mind about the solution of a problem with a minimum of worry. 3. Can accept your responsibilities with recognition of and confidence in your ability to handle them or to learn new ways of handling them. 4. Can face limitations and admit mistakes.		
	Comprehension	
	Discussion of factors of emotional maturity: 1. Can keep attention on work. 2. Can express emotions in a wholesome, constructive way. 3. Can carry heavy emotional burdens without cracking up. 4. Ability to withstand frustrations and disappointment. 5. Has a realistic goal or aim in life and a plan for achieving it. 6. Faces new situations willingly. 7. Self-directed rather than directed by others.	Discussion.
	Application	
Attitudes, beliefs, values, and needs influence a person's perceptions, interpretations, and value system.	Write a brief statement which explains the principles by which you hope to live. Examples: "This I Believe" or "My Guide to Living."	Written summary.
	Analysis	
When basic emotional and social needs are being met, an individual is freer to develop a philosophy of life.	Read a story such as found in CO-ED and analyze according to how understanding emotional development may bring about the development of a philosophy by which to live. Take a test in emotional maturity provided in Vol. VI, No. 1, **Illinois Teacher.**	Discussion.

III. Major Concept: Preparation for adult responsibilities.

Broad Objective III: Identification of preparation for adult responsibilities.

Broad Generalization: Evaluating one's responsibilities is necessary for preparation toward adulthood.

Concept A: Development of the decision-making process.

Objective A: Analysis of the development of the decision-making process.

Generalization: Decision making has an effect on preparation for adult responsibilities.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Decision making is a step in preparation for adult responsibilities. Disadvantages as well as advantages are usually inherent in alternatives chosen or discarded.	View film, "Make Your Own Decisions," Coronet or University of Minnesota. Read about the steps necessary in decision making.	Quiz on film.
	Comprehension	
	Questions to ask yourself in reaching a sound conclusion: 1. How can my making a wrong decision affect the rest of the family? 2. If I make the wrong decision, am I willing to accept the consequences of my choice? List procedures which are used in decision making within the family. Decide whether or not they are democratic.	
	Application	
Making decisions determines preparation for adult responsibilities. Decisions are affected by the interactions of factors which influence managerial behavior.	Put on a skit showing a teen-ager faced with a difficult decision to make. Use the steps necessary in decision making.	Discussion.
	Analysis	
Satisfactory decisions may involve family members in different ways at different times.	Discuss the problem of young people who are too dependent upon their parents and always let their parents make all their decisions for them. What effect would making the wrong decisions have upon their development? How could a compromise be reached between parents and young people?	Written summaries.

Concept B: Differing roles of women.

Objective B: Acceptance of one's self in the role of a potential young woman.

Generalization: The acceptance of the feminine role by the adolescent girl tends to make other developmental tasks easier.

Concept 1: Difference in feminine and masculine roles.

Objective 1: Prediction of the effect of differences in roles.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Feminine and masculine roles of our society vary.	Read Louisa May Alcott's Little Women to discover the roles of the four daughters.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Certain roles of men and women in the family are not as sharply differentiated today as they were in the past.	Use characters of a current movie, TV, or book to identify the feminine role. Think of traits which are peculiarly feminine in connotation. Think of traits which are commonly masculine in character.	
	Comprehension	
In our culture, the feminine role has more latitude than the masculine.	Discuss characteristics which are not commonly expected of boys but are generally accepted in girls; for example, boys are expected to be brave and not cry. Girls can wear slacks but boys do not wear skirts. Discuss what being a young woman really means.	
	Write a paper describing the differences in the four girls in Little Women.	Evaluate paper.
	Application	
Accepting the feminine role provides acceptance of the potential of motherhood.	Complete the check list started earlier.	Submit check list for evaluation.

Concept 2: Effect of employment and education upon the role of women.

Objective 2: Relating the effect of employment and education upon the role of women.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
Exploring the different possibilities in each field helps in making a wiser decision.	Class discusses many possibilities as to what members may do after graduation; such as, continue schooling in college, business or technical school, get married, start to work, go into armed services. Discuss how education enriches personal and family living. Consider advantages and disadvantages of the various possibilities. Groups separate according to their interests and prepare plans together with the teacher for studying their chosen field. Plans may include the following: Important points to consider in that field. Ways of getting information about this field. Ways of presenting findings to the class. Make a list of the various types of advanced schooling available. Make a study of each of the schools mentioned, showing such factors as courses offered, total cost, and time needed to complete course, and qualifications of applicants. Interview persons in the community about possible openings for people trained in various fields, especially those related to homemaking, and the range of pay they might receive. Discuss impressions. Have persons representing the various types of schools speak to the class on such topics as: Training available in occupations related to home economics.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Fields in which they are best qualified to train.	
	Personal qualifications necessary for success in their school.	
	Discuss the question: "What are some of the things I need to consider if I choose to get further schooling?" Some possible considerations may be family finances, personal ability, and health.	
	Suggest various occupations that pupils are most interested in. From this list, select those which high school graduates may enter, such as hotel worker, helpers in various trades, sales persons.	
	Consider such points as: Will I be happy in this job for many years? What are the possibilities for advancement? What special traits must I have or must I develop in order to go into this work? Pose the question: "In what occupation can the homemaking training I received be of value in choosing a job?" Compile possibilities and tell how the training is related. Examples: Knowledge of fabrics may lead to a sales job in a dry goods store. Work in foods may lead to jobs in restaurants.	
The assessment of a resource in terms of other resources or managerial activities clarifies its contribution to management.	Discuss characteristics of a successful homemaker.	
	Make a list of all the jobs a homemaker has to do.	Evaluate student's ability to assess the homemaker's role.
	Discuss helps she has, or can get that have or have not enabled her to do a better job.	
	Ask a successful homemaker to talk to the class on "Joys and satisfactions of being a homemaker."	
	Conduct a discussion to bring out the importance of homemaking as a career.	
	Invite a resource person—such as one who has traveled, one active in an organization on a national level, one who has lived in another country—to tell how they have added richness to their lives.	
	Ask a homemaker who has had home economics in college to speak on the importance of preparing for a career in addition to homemaking.	
	Ask a widow or woman who has an ill husband to speak to the class on the importance of being prepared to be the "bread winner."	
	Portray a socio-drama or give the play "Help Wanted"—Human Relations Aids, New York, to indicate family reaction to the subject of working wives and mothers.	Evaluate drama.
	Application	
	Prepare a bulletin board showing the career opportunities for women.	
	Arrange a display showing the different types of schools, various jobs available for the properly trained, and any other information that may have been found concerning such schools.	
	Analysis	
Employment has many immediate satisfactions but considerations must be given to personal growth and the eventual possibility of such employment.	Write a theme on the role you wish to play as a woman.	Evaluate report.

Concept C: Contributions to management of the home.

Objective C: Judgment of the influence of management on family life.

Generalization: Good home management helps build wholesome relationships among family members.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Management of the home is keeping it running smoothly from day to day.	Read about management procedures. Invite speakers, perhaps a young mother to explain her schedule for the day, a working wife or a working mother.	
	Read about the effect of management on the community, family, and individual.	
	View the film, "Planning for Success," Coronet or University of Minnesota.	
	Comprehension	
Individual and family organization patterns differ in aim and effect.	Discuss several examples of different problems in home management for different families. Examples of these problems can be found on page 60 of Management for Better Living by Mary C. Starr.	
	View film, "Is There a Typical Family." Guidance Series—Young America. Discuss.	
	Study film, "Story of Human Enery," Modern.	
	Fill out questionnaire on management skills that student is skilled in.	
	Discuss the statement: "There is no such person as a born manager, all of us must learn to manage."	
	Each person write a description of a person he thinks is a good manager. Have two skits showing a situation where: 1. A cooperative plan has been developed for having family meals at a set time. 2. There has been no definite planning.	Evaluate paper.
	Discuss the various family members and how they might each be utilized in a family. Role-play several.	
	Have a panel of three mothers with a pupil as moderator discuss responsibilities of the mothers in times of family illness.	
	Give reports on pamphlets from U.S.D.A. and Consumer Reports on various phases of management other than time and energy.	
	Application	
Effective management of a home depends on one's ability to organize time and utilize resources.	Interview your own family members to discover the community activities they participate in, responsibilities they assume, benefits they receive, and home management involved.	
Implementation of plans involves reappraisal and adjustment of procedures to meet changing conditions.	Discuss how being a good manager adds to satisfaction in living.	Contributions to discussion.
	Make a schedule of daily, monthly, and seasonal care required in your own home and indicate how family members will share in that responsibility.	Check for completeness of list.
	Make a schedule of how two people may share a room.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Students give demonstrations on various household skills and discuss how management may be made more effective.	Evaluate demonstration.
Decisions of individuals and families reflect differences in the perception of goals and goal achievements.	Describe several mothers each of whom performs certain functions in home management especially well. List the characteristics in which each of them is outstanding.	
	Discuss with your mother or neighbor her biggest problems in home management. Find out how she tries to solve them. Write up your interview as though it were to be published as a feature story in a newspaper or magazine.	Evaluate interview.
	Analysis	
Flexibility in standards influences adaptability to changing conditions.	Have each student assume responsibility for certain duties and analyze how this influences her family.	
Following effective management procedures may strengthen family life.	Give two case studies and analyze how management might help each of the two families to have a better family relationship.	Class or individual analysis.
Satisfactory decisions may involve family members in different ways at different times.	Compile a check list of management outcomes.	Analyze check list.

GRADE 12

THE FAMILY IN THE MODERN WORLD

Introductory Statement

One of the competencies listed in **New Directions** is to "create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of the family life cycle." When studying the family, it is important to emphasize that a satisfying home life is something one must work toward; that human relationships are extremely complex and actually little understood. In today's accelerated society, the family plays a greater part than ever before in educating young people to live in a drastically changing society and living meaningfully and creatively with joy and fulfillment.

The young adult is emerging as an individual. He wants to find meaning in his life and develop a code of ethics to incorporate into the philosophy of life he is initiating. His area of greatest interest is perhaps in interpersonal relations with the opposite sex and subsequently selection of a mate, responsibilities as a marriage partner and of parenthood. Since the greatest percentage of girls are married within five years after graduation from high school and the majority of boys become husbands and fathers, it seems most important to include a course in the twelfth grade dealing with family life.

The selection of the concept of "values as a basis for interpersonal relationships" for inclusion in this family relationships resource unit can be justified on several grounds. Students entering their senior year are being called upon to make some very important decisions at this point in their lives. They are, also, according to Havighurst, seeking to accomplish this developmental task identified as developing a philosophy of life. Therefore, is it not the responsibility of the school to aid the students in developing the intellectual skills essential to handling this task effectively?

The study of values is particularly relevant to a consideration of the interpersonal relationships in marriage; for the nature of interaction between individuals relates directly to the values which are upheld. To deal intelligently with this concept in relation to the interpersonal relationships of marriage, the students must have obtained some degree of understanding of the nature of these relationships. Its consideration at this point might also serve as an effective culmination of the unit in that it will aid in tying together all the concepts studied with the universal element of values. It is, therefore, suggested that the teacher relate and use the concepts developed in this section of the unit as points of departure for this study of values whenever it is relevant.

Through presentation and study of family life, behavior, functions, and values in the American and other cultures; through the study of social change which gives students the necessary historical perspective to comprehend their modern world; and through studies of interpersonal relations and adjustments in all phases of the family life cycle, it is hoped that an atmosphere will prevail which will give the opportunity for understanding and acquiring a positive attitude toward family life.

Unit Objectives

I. Appraisal of the similarities and differences of families in various cultures.
   - A. Comparison of family structures in various cultures.
   - B. Appraisal of the family patterns in the American subcultures.
   - C. Evaluation of the relationship of various families to their community.
   - D. Readiness to revise judgments or change behavior in light of certain evidence.

II. Evaluation of values guiding interpersonal relationships in marriage.
   - A. Identification of the role of values in interpersonal relationships.
   - B. Analysis of the sources of personal values.
   - C. Influence of conflicting values on interpersonal relationships.

III. Weighing the value of the relationship between preparation for marriage and its success.
   A. Perception of one's self to distinguish maturity as it relates to personal readiness for marriage.
   B. Perception of one's self in relation to the type of mate with whom one would most likely be compatible.
   C. Weighing the value of the role that the engagement period plays in the preparation for marriage.
   D. Comparison of the relationship of the legal, social, and religious aspects of marriage.

IV. Evaluation of a variety of solutions to common problems that occur during the establishment phase of marriage.
   A. Appraisal of the adjustments necessary in the establishment phase of marriage.
   B. Perception of the problems facing a disoriented family.
   C. Allocation of the family income for the greatest satisfaction to the family.

V. Appraisal of the responsibilities of parenthood.
   A. Judgment of the effect of education in human development on the emotional well-being of the family.
   B. Comparison of the developmental characteristics of the infancy period in the growth and development of an individual.
   C. Comparison of the developmental characteristics and needs of the individual during childhood.
   D. Analysis of factors influencing social, emotional, and intellectual development of the child from 6-12.
   E. Appraisal of the agencies available to assist a parent in family problems.

VI. Evaluation of a variety of solutions to common problems that occur during the contracting stage of the family life cycle.
   A. Appraisal of problems that occur during the launching phase of the family life cycle.
   B. Appraisal of problems that occur during the middle years of the family life cycle.
   C. Appraisal of the problems that occur during the aging phase of the family life cycle.

Unit Suggestions

I. Major Concept: The family in world perspective.

Broad Objective I: Appraisal of the similarities and differences of families in various cultures.

Broad Generalization: Every known society has values which give direction to behavior and determine the functions and meanings of family life.

Concept A: Cultural differences in relation to family behavior and functions.

Objective A: Comparison of family structures in various cultures.

Generalization: The acceptability of a value or behavior is influenced by cultural relativity.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
There are similarities and varieties in family patterns among all societies and among all human beings, such as family structures, authority patterns, and ways of solving problems and of achieving family goals.	Read references on the various biological types of families. Trace the anthropological foundations of families, for example, polygamy, monogamy, polyandry.	
	Discuss differing definitions of the family.	Discussion.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
	Symposium discussion on similarities and varieties in family patterns in five different cultures, for example, China, Russia, India, Japan, America.	
	View movies: Hindu Family Japanese Family People of the Congo Peiping Family	
	University of Minnesota Audio-Visual or McGraw-Hill. Discuss.	
	Resource person: For example, a member of the community who has traveled extensively in other countries. Discuss.	Follow-up discussion.
	Discuss why we have the institution of the family — bring in the Israeli kibbutz or Chinese family for comparison.	
	Application	
Understanding people of other cultures develops as one's knowledge of all aspects of their way of life increases.	Research project, paper, visual aids, crafts items on family traditions and cultures that have influenced the American — North, South, East, Western America.	
Cultures differ in what values and behaviors are acceptable.	Do a research project on mothers of three cultures, fathers of three cultures, child rearing in three cultures.	Evaluation of written work.
	Analysis	
The values and behavior patterns displayed by individuals will vary with the cultural background of the family unit.	Why is particular behavior necessary or applicable to family life in a particular culture? That is, what does the society accomplish by having marriages arranged — for the individual, for the family, and for the society.	Follow-up discussion.

Concept B: Social forces affecting families in American subcultures.

Objective B: Appraisal of the family patterns in the American subcultures.

Generalization: Each family, as a part of society, affects and is affected by all aspects of the society.

Concept 1: Functions of the family.

Objective 1: Integration of primary family functions into an individual family behavior pattern.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The primary functions of American families are: To meet basic needs of their members, to produce healthy personalities, and to prepare individuals for a meaningful existence in society.	Read references on the functions of the family.	
	Comprehension	
	Discuss how the functions of the family have changed from 50 years ago.	Participation in discussion.
	Discuss the functions families now share with other social agencies.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The family or family substitute provides a setting for personal development of its members, for learning to relate to people and to meet situations, for progressing through stages of the family life cycle, and for gaining capacity to handle the variety of crises in life.	Discuss why the family in America cannot assume the total role of educating its young because of the vast store of knowledge and new knowledge being assimilated. Discuss a southern Negro family, a poverty-stricken Appalachian family, a New York City Puerto Rican family in comparison with a middle-class American family to see how interpretation of functions may differ. Read short books: The Other America, M. Harrington; The Poor Have Children, L. Rainwater. Discuss students' reactions.	Participation in discussion.
Universal values families hold in common are: Love, knowledge, art, health, comfort, ambitions, recreation, religion.	Discuss ways in which families may preserve or change family cultural patterns since the family is the primary transmitter of culture. Reflect on the responsibility of each generation to live and learn and pass on to the next generation that which will lift its level of living and provide a sound cultural background.	Discussion.
	Application	
Individual values are affected by the cultural milieu of which a person is a part.	Do a research paper on a family of an American subculture relating values and behaviors.	Evaluate paper.
	Analysis	
The common values held by families and the creative utilization of differences contribute to enrichment of living and strength in our society.	Have students explain the why of two of the following statements. According to one author the family of the future will be: 1. More democratic than patriarchal. 2. More affectionate than economically productive. 3. More adaptable than rigidly loyal.	
The behavior pattern of individuals may reflect the family cultural background or another culture to which the individual ascribes.	4. More versatile in the performance of family tasks. 5. More concerned with homemaking than housekeeping. 6. More person-centered than work-centered.	Evaluate essay.
	Synthesis	
Family behavior is evidence of values held by families.	Project a plan relating how you would link and apply values and behaviors in creating your future family life.	Evaluate written work.

Concept 2: Influence of different types of families.

Objective 2: Distinguish between differing family patterns in American society.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
There are various types of family units to be found in American society.	Read and discuss types of families: matriarchal, including unwed mother families patriarchal equalitarian single person: widow divorcee single (never married) foster	Written test on terms.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	View movie, "Families Without Fathers," University of Minnesota Audio-Visual. Discuss.	
	Comprehension	
	Describe families in own neighborhood. List ways that are different, ways that are alike.	
	Discuss how families have different ways of demonstrating their affection.	
	Discuss roles of family members in major and minor decisions. (power structure study)	
	Role-play a family making decisions in equalitarian, authoritarian manner.	Score role-play.
	Observe and discuss film, "Roots of Happiness," University of Minnesota.	
	Application	
A variety of family patterns may reflect different values families hold.	Do a power study of an anonymous family using a questionnaire.	Evaluate study.
	Analysis	
The differences in families must be assessed for negative and positive components and for the contribution some of these differences may bring to America's strength and vitality.	Discuss family differences and discriminate between healthy and unhealthy factors which affect family life.	
	Analyze five different types of families to discover how their values may guide their behavior: "Things" centered family "People" centered family "Idea" centered family "Activities" centered family "Status" centered family	Participation in discussion.
	Synthesis	
	Compose criteria for use in evaluating professional research material and popular magazine articles in family life.	
	Evaluation	
	Evaluate a selection of research studies and articles in popular magazines for their logical relationships — refer to criteria set up for judging relevant and fallacious reasoning.	Evaluation of written work.

Concept 3: Effect of social and economic change.

Objective 3: Appraisal of changing connections and interactions in the family caused by social and economic change.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The survival of families today is dependent upon their ability to meet changes.	Read about the following changes that have taken place in Western society: Rural to urban movement Production to consumption Working women Mobility Provincial to at home in the world War, depression, unemployed	Verbal quiz.
Change gradually occurs first in the material culture which in turn produces change in the nonmaterial culture.		

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
Each family is a part of society and affects and is affected by all aspects of society.	Discuss how one change, for example, production to consumption, has influenced family life. Refer to David Riesman's **The Lonely Crowd.** Use resource person: AAA Welfare agency Marriage counseling Senior citizens	Discussion.
	Application — Analysis	
Social and economic forces have an effect on family life.	Have several students describe families they think are extremely well adjusted. Analyze their reasons for being this way in light of adjusting to change.	Make a list of the reasons given and cross out those not applicable to this idea.
Social change resulting from technological advances, political strategy, and newly emerging or absorbed ideologies places strain on cohesion within and between families.	Make a list of changes in family life from 50 years ago and record illustrations and results of these changes. Watch a TV program such as "Father Knows Best" and pick out factors related to change and analyze them.	Compare results.
Due to a number of changes, various social agencies have assumed some former responsibilities of the family.	View movie, "Have I Told You Lately That I Love You," University of Minnesota Audio-Visual. Pick out aspects of economic change and analyze how they have changed family life.	
	Synthesis	
The family of today develops values which help to determine its major goals.	Have students develop an outline on the topic "Why There Is No Such Thing As a Typical Family." Then have class discussion.	Do outline over after discussion and hand in.
When individuals understand change and have some methods and resources for coping with it, they can be a force in determining change.	Members of class devise a list of criteria for families to be able to meet change more successfully. Each student prepare a paper on changes he expects to come about in the future and what families must do in order to be able to meet them.	Teacher compile list, class analyze and revise list.
	Evaluation	
	Develop a set of criteria for goals the family of today must have in order to be successful in our changing world. Test criteria on a fictional family, student's own family, a family of student's choice.	Evaluate criteria by comparing results of testing on fictional family.
	Class members make generalizations regarding successful families using family goals as basis.	Class evaluate generalizations for value content.
	Class members write a paper on the effect of change and how it has probably influenced him and his family.	

Concept 4: Stages of the family life cycle.

Objective 4: Synthesis of each stage of the family life cycle.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The stages in the life cycle in family development are:	Read references on each of the stages in the life cycle and the development which occurs in each	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
1. childhood 2. youth before marriage 3. early adulthood 4. middle age 5. old age	stage. Bring out characteristics common to everyone's life cycle, for example, interdependence.	
Most families in our society go through quite similar family life cycles.	**Comprehension** Divide into five groups — one for each stage — and list the steps in development which the group thinks are important in the particular stage. Report to class.	
Each stage of the family cycle requires adjustments and each has certain satisfactions. Socialization of different generations contributes to variations in attitudes, beliefs, and practices. Each period of growth and development is accompanied by certain tasks which, if accomplished, contribute to the success in the next period; if not accomplished, development at the next step is more difficult.	**Application** Class divides into two groups to work further on discovering the rights and privileges of individuals at different levels of development. Groups can make use of written materials, interviews, and surveys. Group to study privileges can take a class survey of special contributions families have made in the way of extra privileges. A survey of other levels of development will help in making and drawing conclusions. Report on findings to class in two panel discussions.	Class discussion.
Anticipating changes in one's family life cycle can help individuals adjust to these changes. Interaction among family members is influenced by expectations of the roles of one's self and others in the family.	**Analysis** Analyze in a paper or through an oral presentation, one of these topics: 1. Adjust goals during the different phases of the family life cycle. 2. Resolve differences in problem areas. 3. Appreciate the importance of sound financial planning to achieve family goals. 4. Recognize disruptive elements that may occur early in marriage. 5. Prepare for changes in the future role as a parent. 6. Understand the nature of divorce as an unhappy ending to marriage. 7. Identify agencies that are able to help families restore harmony. Discuss the responsibilities in the different stages of the life cycle. Symposium on individual thinking in one stage and in early, middle, or late development in that stage to see age correlations with responsibilities.	
	Synthesis Devise a set of criteria by which to determine the extent of influence of developmental characteristics on behavior. Devise a set of criteria by which to determine the influences of society on behavior.	Judge criteria.

Concept C: Interaction between family and community.

Objective C: Evaluation of the relationship of various families to their community.

Generalization: The interaction between the community and families has a distinct contribution to the growth of each individual.

Concept 1: Community responsibilities.

Objective 1: Integration of community responsibilities into an individual family behavior pattern.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Families and the community share responsibilities for meeting needs of family members as health, safety, religion, recreation.	**Knowledge** Read and/or discuss which responsibilities are fulfilled by the family, which by the community, and those by both.	
Families are more likely to have the kind of community they desire when they help determine community objectives, policies, and the persons to implement them.	**Comprehension** Discuss what happens if a family refutes its community responsibilities or if a community refutes a family. Discuss "Why are we responsible to our community?" Discuss some of the agencies in the community that are available to help a family fulfill responsibilities.	
Laws pertaining to marriage and family welfare reflect the attitude and values of society toward family life.	**Application** Symposium on an aspect of the law and the family. Resource person: Lawyer, judge, probation officer; discussion after their talk.	
Assumption of community responsibilities by the parents will have an effect on the behavior patterns developed by the children.	**Analysis** Analyze the philosophy behind a welfare program, as Aid to Dependent Children, and its reasons for the program's existence.	

Concept 2: Effect of social forces upon the family and community.

Objective 2: Perception of the social forces affecting the family and community.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Social forces affecting the family include: Public opinion, religious forces, political forces, special interest groups, for example, business, labor unions, farmer organizations.	**Knowledge** Identify some of the social forces that may exist in community. Read about them.	
	Comprehension Discuss how some of these forces operate and why their motives should be logically evaluated.	Discussion.
The community social forces have an effect upon the family and its cultural environment.	**Application** Role-play on the negative and positive effects of social pressure. Discuss when this force may be helpful, when detrimental.	Role-play interpretation.
Social pressures must be evaluated in regard to their	**Analysis** Analyze what good citizenship means and why a family has a responsibility to its community.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
positive and negative effects upon family unit and its members.	**Synthesis**	
	Develop a criteria for evaluating good citizenship. Discuss how you could improve your individual and your family's citizenship.	**Judge criteria.**

Concept D: Problems of asocial behavior.

Objective D: Readiness to revise judgments or change behavior in light of certain evidence.

Generalization: Abnormal social behavior patterns of individuals may have a serious effect on the individual and his family, and create societal problems.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Awareness of problems resulting from asocial behavior is essential to establishment of a personal code of behavior.	Define terms: Asocial behavior, promiscuity, abnormal sex practices, perversion, rape, abduction, mutilation, drug usage, smoking, illegitimacy, venereal disease, wanton destruction.	
	Movies: "A Quarter of a Million Teenagers" (drugs), "Alcohol and the Human Body," "The Innocent Party," "The Unwed Mother," "Search for Serenity" (woman alcoholic), Minnesota Department of Health.	
Asocial behavior includes promiscuity and abnormal sex practices.	Find statistical data on current problems in use of drugs, unwed mothers, venereal disease, and others.	
	Find out about the agencies available to help people.	
	Speakers from: Welfare Department, probation office or juvenile court, public health — on venereal disease, drinking, drugs, smoking.	
	Symposiums: Lawyers — legal aspects Doctors — health aspects Clergymen Case worker — help sources	
	Interview director of home for unwed mothers.	
	Assigned readings.	
	Comprehension	
	Discussion of movies — what caused the problem.	
	Books to read: **Days of Wine and Roses** by J. P. Miller, **Catcher in the Rye** and **Franny and Zooey** by J. D. Salinger, **Man with the Golden Arm** by Nelson Algren. Also use current magazine and newspaper articles.	
	Application	
Asocial practices lead to injured health, family upheaval, financial burden to the community, social stigma, and emotional disturbances.	Write a paper on the possible effect of the asocial behavior to the individual, family, community. Use a case situation or movies.	
	Analysis	
Recognition of causes and effects of asocial behavior may lead to the revision of	Using a case situation from movie or socio-dramas, analyze the possible cause and/or effect of the asocial behavior on the individual, family, and community.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
judgments or change in behavior of an individual.	**Synthesis**	
	Using brainstorming — identify asocial situations in your community and state.	
	Propose possible methods of prevention.	
	Evaluation	
	Develop a code of behavior for yourself which might help you make a decision or deal with these situations should they arise.	

II. **Major Concept:** Values as a basis for interpersonal relationships in marriage.

Broad Objective II: Evaluation of values guiding interpersonal relationships in marriage.

Broad Generalization: All societies and every individual have values which give direction to their behavior within the interpersonal relationship of marriage.

Concept A: Role of values in interpersonal relationships.

Objective A: Identification of the role of values in interpersonal relationships.

Generalization: Values have an effect on the nature of interpersonal relationships by determining how an individual will conduct himself, by enabling an individual to know what to expect of others, and by serving as the basis for judging the behavior of others.

Concept 1: Difference between values and facts.

Objective 1: Distinguishing the difference between factual and value statements.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Receiving — Knowledge	
A value is a motivating force, a selecting factor, and an appraising concept which enables us to make choices among alternative paths of action.	Show a film illustrating conflict within an interpersonal relationship. Example: "Getting Along with Parents," Encyclopaedia Britannica Films, Inc. In viewing the film, an individual or a group of students should be assigned to focus their attention on one specific character or family in the film.	
	Discussion following the viewing of the film should lead the students to think in terms of why people behave as they do, why they behave differently, and what might be motivating or directing their behavior. Students should attempt to consider as many ideas as possible without drawing specific conclusions.	
	To aid the formulation of a definition of the terms value and fact, students read selected reference materials for descriptions of these terms.	
	Comprehension — Awareness	
	Students contribute their interpretation of the meaning of value and fact in class discussion. Then, as a class, formulate a definition for each of these terms.	
	To interpret what is meant by a motivating force, a selecting factor and an appraising concept, the students write a brief description of three different values, describing how one serves as a motivating force, how one serves as a selecting factor, and how one serves as an appraising concept.	**Evaluate description which students write. Analyze descriptions for appropriateness of value selected and content of description.**

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	To interpret the difference between a value statement and a statement of fact, as a class, formulate examples of each of these types of statements and discuss their differences.	
	Application — Responding	
Being able to distinguish between a fact and a value contributes toward the development of a value system.	To demonstrate comprehension of the differences between a statement of fact and a statement of value, students when presented with a list of statements show that they are able to pick out those which are value statements and those which are statements of fact. Towards a similar purpose as stated above, students within buzz groups develop statements with which one is commonly confronted in popular literature, based on their knowledge of family relationships and marriage. Indicate which are statements of value and which are statements of fact.	Evaluate responses students make to statments of fact and of value.
	Analysis	
Learning to identify values will enable one to see how they operate as a motivating, selecting, or appraising factor.	To identify value statements in context, students pinpoint those which are incorporated within a popular article on marriage. To identify values which serve as a motivating factor, as a class, buzz groups, or individuals examine or re-examine the marriage laws from various states. What seem to be the underlying values which have motivated the making of such laws? To identify values which serve as a selecting factor, students analyze a case study involving, for example, decisions around spending the family income. Pinpoint values which serve as the basic factor behind the selection of one way of spending over another. To identify values which serve as an appraising factor, present a large picture, or enough small ones for each class member, of an interpersonal situation in the family. Have the class or each individual make up a story describing what has gone on in the situation prior to the taking of the picture, what is taking place in the picture, and what possible future activity will take place. Exchange the stories among the class members and have them list the values which seem to underlie the stories. How do individuals' values influence our interpretation of a particular situation?	Evaluate student's written analysis of popular article.

Concept 2: Influence of values held.

Objective 2: Analysis of the ways individuals express values.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Values which people hold can be inferred through their expression in behavior.	To acquaint themselves with the types of values which people hold particularly in relation to marriage and interpersonal relationships, students review selected references reporting research findings on the study of values.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Part of the process of maturing is using values as criteria for decisions.	To recognize the many ways in which people express themselves, brainstorm as a class and outline ideas concerning the ways in which people express themselves.	
	Comprehension—Awareness	
Attitudes, beliefs, values, and needs influence a person's perceptions, interpretations, and other behavior.	To comprehend how a particular value is expressed through behavior, each student selects a value relating to marriage, perhaps one of those identified through research earlier. They prepare for class discussion, panel presentation, or a written presentation, their interpretation of the meaning of the value, an indication of ways in which people might express this value by their behavior, and an indication of the way in which behavior might indicate a lack of such a value.	Evaluate student's presentation.
	Application — Responding	
When a person is free to be himself, his behavior tends to be consistent with his values.	To demonstrate how behavior can express one's values, class members engage in several role-playing situations centered around the dating and courtship experience. Through role-playing, they are to depict how such values as consideration of the worth of others or the lack of respect for other's point of view, honesty, can be expressed through behavior.	
	Analysis	
Identifying values operating in human behavior will enable one to analyze one's own behavior for values operating.	To identify values held by individuals, students view a movie, act out a short play, listen to a tape, read a story which presents a situation related to marriage or courtship.	Present students with written arguments both pro and con concerning the question of working wives and mothers.
	Students' attention should be focused on one individual or one aspect of the situation. They should look for evidences within the behavior expressed that might identify the value or values held — was it a positive or negative expression of the value, does the evidence indicate how strongly the value is held?	Students are to identify what values are expressed in each of these arguments.
	To discover the expression of values in mass media, collect a series of advertisements written to influence young newlyweds. Analyze each for an expression of value.	Evaluate student's written analysis of advertisements.
	To identify the various ways in which a value is expressed in day-to-day living, each student selects several specific values and keeps a scrapbook of articles, news reports, editorials, cartoons, and pictures selecting for inclusion items which show the various applications of these values in everyday living.	

Concept B: Influence of the sources of personal values.

Objective B: Analysis of the sources of personal values.

Generalization: If a person is able to trace the origin of values, then he will act upon these values or view the values of others with more intelligent understanding.

Concept 1: Sources of values.

Objective 1: Prediction of the effect of the source of one's value upon one's behavior pattern.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Values are acquired in the process of living from such sources as religious authorities, laws, superstitions or customs, family patterns, secular authorities, and cultural prescriptions.	To acquaint one's self with specific information on the effect of various family patterns on value formation and character development, read reports on research findings in this area. Example: **The Psychology of Character Development** by Peck and Havighurst. A summary was reported in **Teen Times**, September, 1961. Reports given by class members from Bergan Evan's book, **The Natural History of Nonsense**, to acquaint the class with the values which find their source in customs, beliefs, and superstitions.	
	Comprehension — Awareness	
Some of the most influential and compelling values are held unconsciously because they have been incorporated into the life stream of the individual.	Based on the knowledge of varying family patterns and their effects on value formation and character development, give examples of a person's value orientation who might grow up in the following family situations: Inconsistent families in which there are no rules or regulations, inconsistent families in which one parent rules now and another rules tomorrow, autocratic families, and democratic families. Follow with class discussion.	
	Application — Analysis	
The environment in which we live will affect the values we hold.	To identify secular authorities as a source of values, students consider that our national leaders repeatedly emphasize that democratic values underlie our way of life. Analyze our democratic form of government as a source of values by reviewing some of the historical documents such as the Declaration of Independence, Bill of Rights. Outline and discuss the major values of American democracy as they are identified in these documents. Discuss how they direct our behavior in interpersonal relationships. To identify the influence on values which the home and family exert, students analyze a story or case study. Example: "Cynthia Who Was Afraid Not to Pet" in **But You Don't Understand** by Frances Bruce. What factors within the home situation pictured influenced the character's behavior. Follow with class discussion.	

Concept 2: Development of values.

Objective 2: Analysis of the development of values.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Receiving	
Greater understanding of others may be promoted by carefully examining the conditions under which real life experiences have occurred.	View film showing cross-cultural comparisons of aspects of family life. For example, "Four Families," University of Minnesota Film Library.	
Values are learned from early and continued experiences	In discussion following the film, students are helped to come to an awareness of the differences of behavior in people who live under different conditions of existence.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
in the family, with peer groups, and in the community.	**Knowledge**	
In the process of self-development the individual builds up a set of values which are important criteria for his decision making.	To gain specific knowledge about the varying conditions in which families live and relate to each other, students individually or in groups select a cultural situation for study of family relationships and marriage practices. These might be in various countries or they might be various ethnic or social classes within a country. Students find out about the economic, religious, and social conditions which affect marriage and family living. What are the major customs and beliefs of the population being studied? What is their family life like?	
	Comprehension In interpreting the conditions in which families live and relate to each other, students summarize the information they have collected concerning family life in other countries. Use oral or written reports or panel presentation to share their findings with the rest of the class.	Evaluate student's presentation for the pertinent information presented and the demonstration of their ability to analyze the relationship of values upheld to the conditions of living.
Identifying values operating in human behavior will enable one to understand the behavior of others.	**Application — Analysis** To identify values which are upheld by persons of a particular background, students analyze such aspects as religious authorities, social forces, superstitions, customs, beliefs, and cultural prescriptions of the particular country which they studied. Is there a relationship between the values which they uphold and the nature of the conditions in which they live? Read a story or act out a play which deals with relationships between people of different backgrounds, to identify values that are different because of dissimilarities in background.	

Concept C: Influence of conflicting values on interpersonal relationships.

Objective C: Evaluation of conflicting values as they influence interpersonal relationships.

Generalization: Discord within interpersonal relationships characterized by conflicting values may tend to decrease as those involved in the relationship reflectively examine the origin of their values, reflectively examine and weigh the consequences of acting upon their values, and then together arrive at appropriate value judgments.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension — Awareness	
Conflicting values within interpersonal relationships result from differing social, intellectual, economic, and cultural backgrounds as well as differing age and sex status.	Reinterpret knowledge about other cultures than our own which were studied earlier in the light of values which conflict with values which we hold. To further comprehend the reasons for conflicting values, discuss this conflict in relation to differing backgrounds. Read a report or article on various kinds of marriage arrangements in other countries; this activity should illustrate to the student unique differences in cultural values. To further comprehend the influence of sociological factors which have brought about conflicting values	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	within our own culture, discuss the effect of such factors as the decline of community life, closely knit family groups, and the impact of modern communication and transportation and social mobility on the change in values. Discuss implications arising here which would help to clarify the conflicting values apparent between varying age groups such as teen-agers and their parents.	
Understanding the nature and source of values contributes to understanding conflicting values.	**Application** Students develop and carry out role-playing situations relating to the dating and courtship period or early adjustments in marriage which enables them to demonstrate their understanding of the sources and nature of conflicting values.	Present students with a set of conflicting values which might be held by teen-agers and their parents. Have students identify what might be possible sources of these conflicting values.
When an individual grows up in a family that values both human worth and dignity, he has the opportunity to develop a feeling of security.	**Analysis** Students analyze case studies, stories, skits, TV shows involving value conflicts in a marriage situation to identify the reasons for conflicting values. To understand that situations within interpersonal relationships characterized by discord are a result of conflicting values, students use various illustrative materials or situations such as films, short stories, skits or plays, "Dear Abby" column, and real life situations as pictured in popular magazines. Each of these illustrations depict a situation in which there is conflict between individuals who are married or engaged. Students should identify the values reflected by the behavior displayed, discuss what might appear to be the possible origin of these values, indicate in what ways the values conflict with other values present.	
Reflective examination of conflicting values occurs when consequences of acting upon one's values are formulated and evaluated in light of their consistency with personal satisfaction as well as their applicability to the total social situation.	To draw conclusions about how society evaluates the behavior of the individual and as a result prescribes consequences, students summarize and discuss what they have learned about society's measuring sticks, laws, customs, mores, taboos, in relation to marriage. To draw conclusions about how consequences of acting upon one's values arise partially out of basic personality needs, students summarize and discuss what they have learned about basic needs and desires of an individual. In what way do these basic needs motivate behavior and in one sense can be compared to the values themselves? To draw conclusions concerning the "goodness" of a value, present class with two situations, one in which consequences which flow from acting upon the value are good for the individual and the group affected by such action, and the second illustrating consequences which are not good for the individual and the group affected. Through discussion, students point out differences in two situations and draw final conclusions. To predict the effect of acting upon particular values, students are presented with several problem situations of the dating period or married life, such	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	as the question of premarital sexual relations, divorce, purchase of a home. These situations will depict individuals behaving in certain ways because of the values which they hold. As an individual or a group, students outline the consequences which they predict might result from such behavior. Towards the same purpose as stated above, students might also read a case study similar to that presented in a film to be shown. This film should illustrate the consequences of acting upon one's values. The students first write their own predictions for the consequences and then compare them with the ones shown in the film. What might be some factors which relate to the consequences pictured in the film?	Evaluate predictions and explanations made by students.
	Analysis — Evaluation To identify factors which relate to the "goodness" of a value, students analyze a play or short story which presents a person faced with conflicting values. What consequences might arise from each of these values? Which of these values would result in consequences which would be most favorable to the individual and the group affected?	Students are presented with the following statement: "In order to save money, a young couple should live with their in-laws for a year or two." Evaluate students' written analysis of this statement.
Reflective examination of conflicting values tends to increase the effectiveness of decision making thus diminishing discord in interpersonal relationships. Goals are more satisfying to an individual when values are used consciously as criteria for making decisions.	**Application — Evaluation** To demonstrate how reflective examination of conflicting values can help to eliminate discord in interpersonal relationships and aid in decision making, students role-play several situations in which conflict has arisen over a decision due to conflicting values in marriage. To evaluate the effectiveness of the decisions made in a conflicting marital relationship, students analyze situations in films, TV shows, popular magazines for the nature of conflicting values expressed, the consequences of acting upon such values and then evaluate the decisions made on the basis of the effect of the consequences upon the individual and the group involved. Select a real life experience with which you are familiar, one which involves conflict between individuals. Evaluate the action taken in this situation and suggest other possible courses of action, analyzing the consequences.	Evaluation of a paper which each student writes dealing with some interpersonal situation which might arise during the courtship period which may motivate possible conflict. Have the student describe this relationship and the background of its existence; describe the values operating in this situation and how they are expressed; indicate what possible conflict might occur, its nature, origin, and consequences; identify all possible decisions that might be made in this situation in relation to the values held; evaluate these decisions and the "goodness" of the values behind such decisions; propose what appears to be the best possible course of action in making effective decisions and resolving conflict.

III. Major Concept: Preparation for marriage.

Broad Objective III: Weighing the value of the relationship between preparation for marriage and its success.

Broad Generalization: A lasting marriage will be dependent upon the values of the marriage partners, their maturity, and their ability to solve problems.

Concept A: Importance of personal readiness.

Objective A: Perception of one's self to distinguish maturity as it relates to personal readiness for marriage.

Generalization: A mature individual will cope with his environment, will show a certain unity of personality, and is able to perceive and accept the world and himself realistically.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Maturity is a composite of many factors: Chronological, physical, moral, emotional, intellectual, and social.	Define the following: Chronological maturity, physical maturity, moral maturity, emotional maturity, social maturity, intellectual maturity, vocational maturity, personality traits.	Quiz on terminology.
Maturing is an aspect of the growth process by which one organizes and integrates the elements of his experiences into behavior more appropriate in quality to his age and capacity.	Plan and hold a panel discussion having a minister, a parent, and a teacher pointing out the contribution of the church, the home, and the school to the total moral and spiritual development of the individual.	Individual, group, or class summary on points of emphasis.
	Have a guidance director, minister, parent, or other suitable adult talk about the importance of growing physically and emotionally in a healthy, wholesome direction.	
	List the personality traits which contribute toward happiness or unhappiness in marriage.	
	Read from text and reference books on maturity and personal preparation for marriage.	
	View films, "Facing Reality," McGraw-Hill, "Toward Emotional Maturity," McGraw-Hill, "Understanding Your Emotions," Coronet.	
	Use growth charts to review physical development. Review personality development.	
	Comprehension	
	After defining aspects of maturity, list the characteristics of mature and immature people.	Multiple choice test covering the characteristics of mature and immature people.
	Write a description of a person you know whom you consider mature.	
	Panel on ways for students to help themselves develop social maturity.	Students summarize—oral or written.
	View the film, "Choosing for Happiness," McGraw-Hill. Following the film viewing, ask students to summarize the reasons for Eve's immaturity as shown in the film.	
	Discuss question: What are some signs indicating emotional maturity and immaturity? Use films viewed as a basis for discussion.	
Individuals develop toward maturity through a succession of steps referred to as: Trust, autonomy, initiative, industry and competence, personal identity, intimacy, integrity, and acceptance.	Discuss question: What are some of the ways people learn to meet problems?	
	Present situations illustrating ways in which people have reacted to problems — students identify methods used.	
	Discuss the following questions: a. What are some of the problems which often go with youthful marriage? b. What do studies show about age at time of marriage and the chance for success and happiness in marriage? c. What are some school policies in dealing with those who marry while still in high school?	Contributions of class members to discussion.
	Application	
One's maturity indicates a readiness for marriage.	Skits on mature and immature reactions to problem situations.	Evaluate reactions.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Individual students select one or more realistic, for them, problem situations and list all of the possible courses of action.	Evaluate thoroughness of exploring possible courses of action.
	View the film, "It Takes All Kinds," McGraw-Hill.	Student reactions to film.
	Answer the following questions: a. Why does Mac have to push people around? Is he really strong or is his pushing an indication of inner lack of strength? b. What assets does Tom have in his personality? c. How would Lily have reacted if she had faced a really frustrating situation? Would she get along better with a boy like Tom? Mac?	
	Analysis	
Without insight into one's own maturity and without valuing maturity as essential to readiness for marriage, the marriage may not be successful.	Analyze the outcomes of the skits for the effect certain characteristics could have on marriage.	
	Analyze the possible courses of action and the choice the individual would make for indications of emotional maturity.	
	Analyze a current movie, TV program, or magazine story regarding courtship practices and the individual's maturity.	Written analysis.
	Analyze the following statements in relation to emotional maturity: a. Jane, a sixteen-year-old, says, "I'm going to get married this summer. Then I can be my own boss. I'm tired of being told what to do." b. Eleanor, eighteen, says, "I'm the only one in my crowd not married. I think I'll get married too." c. Mark, eighteen, says, "My parents married very young and they are happy. Why should I wait until I'm older?"	Oral or written analysis.
	Class members find examples of marriages which have failed because of emotional immaturity.	Check list—"How do I know when I'm old enough to marry?"
	Discuss reasons for earlier marriages today.	
	Debate the topic, "Need for Maturity in Marriage."	
	View film, "Is This Love?" — McGraw-Hill and analyze characters for level of emotional maturity. Predict effect of their level of maturity on their marriage.	
Warm, accepting relationships with others, empathy and freedom to explore feelings can contribute to the individual's ability to grow and change.	Each pupil in the class writes a paragraph about a failure he has experienced and how it helped him become more mature.	Written paragraphs.
	View film, "Are You Ready for Marriage?" — Coronet.	
	Listen to tape, "Early Marriage," by Dr. Glenn Hawkes, Audio-Visual, State Department of Education. (Send tape for copy.)	
	View film, "Worth Waiting For," University of Minnesota. After having previewed film, follow with reacting panel analyzing maturity of characters and predicting outcome had they married at this time.	Evaluate panel and class reactions.
	Write a paper describing a person for whom you have great admiration.	Written paper.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Tell which qualities you admire most and which you would like to emulate.	
	Synthesis	
	Write a letter to yourself to be opened on your wedding day telling what kind of person you hope to have become by then.	
	Write a poem which describes behavior of a mature individual.	Judge poem.
	Interview college boys and girls. Ask them whether they feel that getting an education reduces a girl's chances for getting married. Prepare a bar graph which summarizes the findings.	Graphs prepared by the students.
	Develop as a class a set of criteria that will describe an individual who behaves physically, morally, emotionally, socially, and intellectually mature.	List of criteria developed by the students.
An individual's level of maturation, previous learnings, aspirations, and uniqueness may determine his selection of learnings from a given experience.	Poll the class on the ideal age at which a man and a woman should marry. Have each student tabulate results and make a four-way comparison: a. Man's view of ideal age for men and for women. b. Woman's view of ideal age for women and for men. If differences are found, ask students to try to explain them in terms of economic factors, customs, sex interests, maturity, and any other factors that may seem important.	Write paper "The Best Age for Marriage Is . . ."
	Evaluation	
	Using criteria developed to evaluate one's own maturity, administer Marriage Readiness Inventory. Plan a course of action to improve your own level of maturity.	Conferences with the students concerning the results of their evaluation of themselves.

Concept B: Effect of mate selection.

Objective B: Perception of one's self in relation to the type of mate with whom one would most likely be compatible.

Generalization: It is only after a reasonable sense of identity has been developed that real understanding can be established with one's self and other persons, including those of the opposite sex.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Factors to consider in mate selection include:	Read assignments from various authors on characteristics of a mate.	Quiz on mate selection factors.
Personality	Have speakers from various religious faiths.	
Family background Race	Have speaker from a particular ethnic group talk on family customs and traditions.	Paper: Family customs and traditions in my home.
Religion Education Age	Read assignments on effects of the family background.	
Financial responsibility Parental approval	Film: "Choosing for Happiness," McGraw-Hill.	
Love Social and recreational interests	Bulletin board: "The One I Marry Will Have to Be"—a big red heart surrounded by captioned pictures illustrating desirable traits for a marriage partner.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Infatuation is temporary.	Film: "How Do You Know It's Love," Coronet.	
	As an introduction to a discussion of the topic of love, ask each student to write his thoughts about what the word "love" means to him, keeping in mind that there are many different types of love in life. Do not sign names.	
	Summarize on chalkboard various ideas suggested.	Summary of ideas.
	Read widely from the reference books on the topic of love in order to broaden concepts.	
Taste and attitudes change with maturity.	If possible, invite two or three married couples to class to discuss questions of love, religion, and engagement. Use questions from question box. Have a panel of boys present their views on what they want in a future wife.	
	Comprehension	
Dates have time limits and annoying traits may be quickly forgotten or overlooked; marriage is continuous with no recess from annoyances which may become aggravations.	Each student list qualities she considers important in choosing a marriage partner, grouping them as follows: Essential — Desirable — Important	List of qualities.
	Class members work in committees. Read from references to gain data on the effect of the following on success in marriage. Prepare charts showing findings for use in presenting data to class. Also report why they think findings are so — differences in age, educations, economic status, race, nationality.	
	Explain the meaning of this statement, "One does not fall in love, one grows in love."	Written paragraph explaining the meaning of the statement.
	Make a list of your own personality traits that would be influential in mate selection.	List of traits.
	Summary of speeches by religious representatives indicating similarities and differences.	
	Assigned reading about various cultural differences that affect compatibility of mates. Share findings.	Present as panels.
	Discuss the various stages of love: Self-love, mother love, family love, gang love, adolescent love, and mature love. Discuss other classifications of love portrayed in the reference readings.	Short objective test on the steps to mature love as discussed in "About You" — Family Living Series from Science Research Associates.
	Discuss different ways that love is expressed in everyday living.	
	Show how the emotion of love should enrich all of life. Point out that the need to love and to be loved is basic for all individuals at all ages.	
A desire to marry just to be married rather than the desire to be married to the particular person places emphasis on the process rather than the person.	Have buzz sessions. Discuss: What is this thing called love? How does love differ from romance? How do you know when you are really in love? What do you consider the signs of being in love?	Essay — write a paper showing your understanding of the influence of the kinds and stages of love in daily living.
	Distinguish between love and infatuation.	
	Questions for class discussion: Give some of the components of love. Why do people often confuse physical attraction and love? What do people mean when they say it was love at first sight? Give your understanding of puppy love. Does it serve a useful purpose? Should puppy love ever result in marriage? In romantic fiction and movies, is love usu-	List the characteristics of love which you believe to be very important if the marriage is to be one of maturity and success.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	ally pictured as something safe, reasonable, and assuring, or something irrational, risky, and hectic? Do you think it is either or both? Can you mention any books or films that depict love as you think it is? What are several questions that people in love might ask themselves to determine whether their love is likely to last?	
	Bulletin board consisting of advertisements class members bring which show romantic situations or that predict love, romance, or happiness for those who buy their products. Discuss.	
	Application	
The choice of one's future mate influences one's future home, future life, and future children.	Discussion: If a person you are dating complains about his parents would he likely be a good husband?	
	Students plan group work in which they interview married couples of varied educational and cultural backgrounds or mixed faith backgrounds in reference to the effect it has had in their happiness.	
	Analysis	
Similarity of cultural, social, economic, and religious background of marriage partners tends to increase the chances of a lasting marriage.	Film: "Choosing Your Marriage Partner," Coronet.	
	Paper: Analyze Joe's prospective marriage partners and predict which would be most suitable.	Grade paper.
	View film: "This Charming Couple," McGraw-Hill.	
	Analyze and discuss why these people are not compatible.	
	Analyze the type of love pictured in a recent movie you have seen. Did the relationship of the hero and heroine include the elements necessary to a lasting love? What elements were emphasized and what ones were lacking? Analyze stories in books and magazines you have encountered recently that presented unrealistic pictures of falling in love.	
	Write and present short skits which illustrate what may happen if personalities do or do not meet each other's needs in marriage. Have different students act out the parts of husbands and wives. In one skit, they are together on recreation, social activities, and friends; in the other they have few things in common with each other.	Skits.
	Describe situations in novels and movies which exexemplify such factors as companionship between husband and wife, having interests in common, having a determination to make their marriage succeed, and adapting themselves to unexpected situations.	Descriptions of situations.
	To concerned students, distribute check lists (which may be found in the various books) on how to know if you are in love.	
	Discuss: "We do not fall into love; rather we grow into love." This diagram shows how love may grow from liking, companionship, dislike, and indifference. 1. Liking ➜ Respect ➜ Fondness ➜ LOVE 2. Companionship ➜ Liking ➜ Respect ➜ Admiration ➜ LOVE 3. Dislike ➜ Tolerance ➜ Forbearance ➜ Understanding ➜ Sympathy ➜ LOVE	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	4. Indifference → Interest → Regard → Respect → Friendship → LOVE	
	5. LOVE → Distrust → Dislike → Indifference → Loss of emotional ties	
	Synthesis	
	Interview married persons to determine what they think are the important contributions which a person should make to marriage. Prepare a graph which summarizes these findings.	Check graph.
	Formulate a "Blueprint for Happiness" and "Hazards to Happiness." Illustrate for the tack board.	
	Write a skit for an assembly or radio program which contributes a greater understanding of the factors which contribute to a happy marriage.	Skit.
	Each student prepares a description of himself using the qualities that most affect his compatability in marriage. From this paper, develop a description of the marriage partner who will most likely complement himself and make a successful marriage partner.	

Concept C: Role of the engagement period.

Objective C: Weighing the value of the role that the engagement period plays in the preparation for marriage.

Generalization: The interpretation of the obligations and duties during the engagement period will vary from couple to couple.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge — Awareness	
The engagement period is a time for making decisions and adjustments in preparation for life together.	List the purposes of the engagement period.	
	Cite some subjects that should be discussed during the engagement period.	
The engagement is not a binding contract between individuals.	How permanent are engagements today? Examine statistics and common reasons for broken engagements.	
	Have students secure information on the types and limitations of services offered to engaged couples in the local area.	
There are many sound reasons for setting standards of moral behavior during the engagement period.	If the community has a pre-marriage counseling service, it could be visited to find out the type of services available to young people; or perhaps one of the workers could talk to the class about the services offered.	
	Have each student write his meaning of engagement.	
	Investigate origin of engagement customs such as ring, showers.	
	Read selected references on the meaning and importance of the engagement.	
	Explore resource materials for adjustments of marriage which can be made during the engagement period.	
	Write answer to this opinion question: Should an engaged couple consider themselves as good as	

EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
married as far as their personal relations are concerned? After the pupils have been given a short time to write their opinions on this question, the teacher might give them suggested references for study to see if they can find any further justification for their answers or for other points of view worth considering.	
Explore the resource material to determine the need for setting standards of moral behavior during the engagement.	
Discuss any friends who broke engagement and repercussions that might develop from such a situation in light of sexual behavior in engagement.	
Panel discussion of boys and girls on the meaning of the term, "double standard."	
Ask a doctor to give a talk on physical preparation for marriage.	
Film, "The Meaning of Engagement," Coronet or University of Minnesota.	Discuss the purposes of the engagement that were brought out in the film. Summary and conclusions drawn.
Poster: "It's Good to Be Engaged." We'll get to know each other better. We'll find out whether we really love each other. We'll be able to plan together. We'll learn about some of the responsibilities we'll have later. We'll get to know each other's parents better.	
Comprehension — Interest	
Ask your parents how long they dated and how long they were engaged.	
Have a class committee summarize the results to see what the average length of acquaintance and average length of engagement was among the parents of the class members.	
View film, "Are You Ready for Marriage?" Coronet. Class discussion on purposes of engagement.	Summary.
Summarize information obtained from selected references on the engagement period.	Oral report.
Debate: Resolved — long engagements result in more successful marriages.	Conclusions drawn.
From a chart showing the relationship of length of engagement and success in marriage, draw conclusions about the relationship of length of engagement and success in marriage.	
Interview parents and/or grandparents to find out what engagement meant to them when they were young. Discuss any changes that have occurred.	
Discuss why social changes have made it necessary for young people to choose carefully today if they are to remain married.	Conclusions drawn from implications of changes in society.
Class members report on engagement customs.	
Discuss implications of having widely varying attitudes on the part of husband and wife toward patterns of living involving money, in-laws, children, religion, recreation, and work.	Conclusions drawn.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Small groups discuss the importance of considering problems during the engagement period, such as religious beliefs, kind of home desired, whether or not children are wanted, attitudes toward relatives and in-laws, wife working, managing money, interests, friends.	Conclusions drawn.
	Arrange for a student panel to discuss: "What degree of agreement on important principles of living should there be before marriage?"	Summary and conclusions drawn.
	Investigate and share teachings of their church and feelings of their family about the importance of engagement.	
	Discuss the responsibilities of one person to the other during the engagement period.	
	Discuss the differences between a broken engagement and a divorce.	
	Discuss hazards as well as pleasures of an engagement period.	
	Explore the situations that may arise during the engagement due to interfaith marriage.	
	Present socio-drama showing the common problems of mixed Catholic-Protestant marriages and of marriages in which religious people marry those who are not interested in religion.	Teacher evaluation through observation.
	Discuss in panel form the reasons for adhering to a strict moral code in the engagement period.	
	Debate love vs. physical attraction as it affects the engagement.	
	Discuss with a doctor the mental attitudes and physical preparation necessary for marriage.	
	Application — Valuing	
	Committee assignments or individual study: Have students outline some ways of reconciling wide differences in attitudes towards patterns of living such as money, in-laws, children, religion, and recreation.	
	Does the research on broken engagements give encouragement to those suffering with broken hearts? Discuss. Apply this same principle to other emotional crises such as illness or loss of a friend.	
	Pupils write and present two skits which illustrate what may happen to engagements when the couples have serious discussions. 1. The individuals are from the same town, have similar backgrounds, and many of the same friends and interests. 2. The individuals have a different socio-economic background and have not met each other's family.	Self-expression and projective technique.
	Complete the story of an engagement.	
	Plan ways for the engaged couple to become acquainted with the prospective "in-laws" if this hasn't been done before.	Projective technique and self-expression.
An engaged couple shows maturity by assuming the	Discuss how much time an engaged couple should spend together. List some of the activities they might do together.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
social obligations which increase with the engagement.	Considering the purposes of the engagement period, discuss length of time needed to have it contribute to marriage adjustment.	
	Discuss the value of premarital counseling in the engagement period.	
	Role-play situations which show ways for a couple to make the transition from individuals to being thought of as a couple.	Observation and reaction.
	Prepare a skit developed around the statement, "I'm not marrying your family, I'm marrying you."	Students write a fictitious case study about a couple who need to make a specific adjustment during the engagement period.
	The teacher may invite a group of three or four newly married persons and ask them to participate in talks or in a panel on engagements. Each should understand the purpose of her talk. Questions the teacher might give the speaker before the talk: 1. What were some of the worthwhile satisfactions and joys which accompanied your engagement period? 2. How did your engagement period differ from your courtship in regard to the following? a. Attempt to make an impression b. Cooperation c. Understanding of each other's strengths and weaknesses d. Trust e. Consideration of one another f. Companionability and enjoyment of each other's company g. Parental approval 3. Did you feel a greater sense of security than you had before? Why? 4. In what ways do you think the engagement contributed to your happiness and success in marriage? 5. Why do you think the engagement period was one of the happiest times of your life?	Students write a fictitious case study on the problems resulting from sexual immaturity.
	Plan a supervised study period using a guide sheet with problems such as: a. What sexual problems does the engaged couple face? b. What is the relation of this problem to the very long engagement? c. What are the results when a couple is forced to marry? d. What can an engaged couple do to curb their sexual desires?	
	Analysis — Organization	
Better adjustments can be made after marriage if there has been a variety of shared experiences and adjustments during the engagement period.	Analyze the advantages and disadvantages of long and short engagements for their effect upon the marriage.	
	Write a paper on the relationship between adjustment during engagement and adjustment in marriage.	Free response.
	Analyze the statement that a broken engagement is better than an unhappy marriage. What are some	Conclusions drawn.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	considerations involved in a broken engagement? In an unhappy marriage?	
	Discuss why engagements are hard to break.	
	Analyze the frustration which is likely to come with the breaking of an engagement and some of the common reactions of the peer group.	
	Study several movies to see what pattern of behavior is depicted when a hero or heroine is frustrated in love.	
	Analyze following situation:	
	Sue and Tom are planning to get married. Sue realized as they talked of wedding plans that she didn't know much about Tom's family. Tom's parents are divorced and do not live nearby. She mentioned the topic hoping that they could talk about it and why his parent's marriage failed. Tom said that area was a part of his life that he didn't like to talk about or even think about. He said, "Let's think about our marriage and forget about my parents. Their marriage was a failure and I don't want ours to be." Of what importance is this situation? What effect might this situation have on their future marriage? What might Sue do?	
	Analyze case studies for the transition or lack of transition to think and act as a pair and be thought of as a pair by associates.	Projective technique and conclusions drawn.
	Analyze a current film for the individual-to-pair transition being made by each partner involved.	Projective technique.
	Synthesis	
	Interview engaged couples and have them talk about the problems that need to be solved during engagement.	
	Make a graph which summarizes these findings on problems to be solved during the engagement.	
	Using information gained from readings, films, and discussion, prepare a chart that tells when an engaged couple may be ready for marriage.	
	Summarize these findings in a paper. Analyze accounts of engagements which did not terminate in marriage and the reasons why. In chart form, rank the causes of these broken engagements.	Graph summary.
	Write an essay, "What engagement means to me."	Self-expression.
	Develop a set of criteria for judging the value of engagement periods.	
	Evaluation	
	Given a series of case histories, students apply criteria to make a judgment of the worth of the engagement period.	

Concept D: Relationship of the various aspects of marriage.

Objective D: Comparison of the relationship of the legal, social, and religious aspects of marriage.

Generalization: Understanding how the legal, social, and religious aspects of marriage will aid the couple in planning their wedding.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Marriage is a legal contract.	Have a bulletin board with the application for the marriage license, health examination report, consent to marry, and birth certificate.	Quiz on factual information.
Marriage customs and ceremonies are an important part of the marriage institution.	Have students find the legal requirements in their state for marriage.	
The purpose of the marriage ceremony is to emphasize the changing status of the couple and add religious and legal sanction to the family.	Book reports or short reports on the meaning of marriage in other lands. Have the class visit the local health department to find out the requirements for premarital medical examinations. Have doctor explain the importance of this examination.	
Though legal requirements are few, the individual's obligations to the success of a marriage are many.	Have a judge or a lawyer come to class to explain local and state laws governing the issuance of marriage licenses and property rights of husbands and wives after marriage.	
Marriage laws are made to protect society.	Ask a minister, priest, or rabbi to discuss the marriage vows with the class and what is included in the premarital counseling period. Pictures of marriage ceremonies of various countries or cultures: Dress, feast, and ritual. Consult **Three to Get Married** by Fulton J. Sheen. "Early Marriage," E. C. Brown Trust and Audio-Visual Extension Service, University of Minnesota — excellent view of religious ceremonies in various churches is presented in this film. Have a class discussion on the students' own family customs including their church customs.	
A less costly wedding would leave more money for the couple to establish a home with less financial stress.	Ask a bridal consultant to come to the class and discuss the planning of the wedding. Have individual or group reports on the costs in the local community of such items as: Flowers, clothing, invitations, rings, reception. Bulletin board showing sample wedding invitations and thank you note on display. Use cartoons showing problems in the wedding etiquette as basis for discussion. Assigned readings in books on etiquette. Write a brief statement on what you believe to be the purpose of the honeymoon. Teacher can use the statements in organizing discussion about the honeymoon. Ask a person from a travel agency to come to class and discuss guides for planning the honeymoon to make it a success. Assign readings about planning a honeymoon.	
	Comprehension	
	Debate: Resolved that all applicants for marriage licenses be required to pass tests to determine mental competence. Write a brief paper on, "What Marriage Means to Me." Have a panel discussion.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Read a case study about an elopement and use it as a basis for discussion. Use cartoons on elopements or "shotgun marriages" or justice-of-the-peace marriages as a basis for discussion. Discuss current articles appearing in newspapers or magazines on these hurried marriages. Symposium on planning various types of honeymoons for different types of couples. Discuss the effect of a wedding upon the emotional balance of the couple. Discuss the importance of the honeymoon. Answer such questions as: How should the couple decide where to go? How long should they stay? How much money to spend? What type of activity would be desirable?	
	Application	
Social and religious customs influence the type of marriage ceremony performed. Marriage laws help to conserve and strengthen family life.	Take the situations from the film, "Early Marriage," and predict the success of these marriages as the result of laws and ceremonies. Study case histories of interfaith and intercultural marriages. Lead a discussion to the point of predicting marriage happiness in these cases. Give students the beginning of a story of a honeymoon trip and let students finish it. Apply your knowledge of the changes in legal status of men and women that occur with marriage to a specific case to be given.	
	Analysis	
Social and religious customs and our marriage laws have a positive influence on building successful marriages.	Analyze your own home situation showing how one of these customs has had an effect on your family life.	
	Discuss: Most research studies show a positive relationship between church affiliation and marital success in terms of a lower divorce rate and a higher happiness rate in marriage. Explain why this might be true.	Attitude test at the beginning and end of unit. Could use test in A Syllabus and Reading Guide for Courses in Marriage and Family Relations by Lester A. Kirkendall.
	Do you know of any marriages between people of different faiths or beliefs? Have the couples solved their differences? Do you think the differences have caused conflicts? Would you consider marrying someone whose religious beliefs were different from yours? Why or why not? How would you be willing to compromise on your beliefs and customs? Is it possible for people to settle all the possible causes for conflict in mixed marriages before they marry? Explain. Examine different types of weddings for the values displayed. Analyze different types of weddings for the resulting emotional problems for the engaged couple. Analyze the relationship between the type of wedding and the success of marriage; for example, church, justice of the peace, elopement.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Analyze the various types of honeymoons for the effect upon the beginning of the marriage.	
	Synthesis	
	Have the students plan a specific type of wedding using a definite amount of money for the type of wedding it is to be.	
	List as many reasons or motives as possible which people have for marriage. You might make two categories of motives headed "acceptable motives," the other "unacceptable motives." As you contemplate marriage or remain unmarried, what motives can you distinguish in your own thinking?	
	Prepare a list of all the legal steps needed to be taken before marriage.	
	Evaluation	
	On the basis of the wedding plans drawn up, make a judgment as to whether the amount of money spent on a wedding is of importance to marital happiness.	
	Discuss the factors which may influence the type of wedding a couple may have.	
	Compare the values shown in each type of wedding.	

IV. Major Concept: Establishment phase of marriage.

Broad Objective IV: Evaluation of a variety of solutions to common problems that occur during the establishment phase of marriage.

Broad Generalization: The ability to achieve a successful marriage is dependent upon the adjustments made during the establishment phase.

Concept A: Effect of adjustments to new situations and changing roles.

Objective A: Appraisal of the adjustments necessary in the establishment phase of marriage.

Generalization: Adjustments made during the establishment phase of marriage have an effect upon all future relationships of the family unit.

Concept 1: Importance of adjustment to responsibilities.

Objective 1: Evaluation of the adjustments to be made in the area of family responsibility.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The adjustments include the establishment of family responsibilities.	Explore the resource materials to determine the kinds of adjustments required in the establishment of family responsibilities.	
	Have a professional person, clergyman, marriage counselor, or lawyer, give a talk on the adjustments that are required in the establishment of family responsibilities.	
	Have a married person(s) or couple(s) in to speak on the kinds of adjustments that are required in the establishment of family responsibilities.	Quiz on types of adjustments families make.
	Study trip to a family service agency. Have a member of the staff speak on the kinds of adjustments that bring people in for counseling.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	View the movie "Who's Boss," McGraw-Hill, to see the adjustments required.	
	Arrange individual interviews of professional persons to discuss adjustments necessary.	
	Panel discussion by group of professional people on adjustments necessary.	
	Comic strips or television programs to determine kinds of adjustments required in the establishment of family responsibilities.	
	Comprehension	
A person brings to a situation all of the experiences of his past, his present, and even his aspirations and dreams for the future.	Discussion of resource materials on adjustments.	
	Discuss with professional person, married person(s) or couple(s), the kinds of adjustments required in the establishment of family responsibilities.	
	Class discussion on adjustments required in the establishment of family responsibilities.	
	Report on findings in the comic strips or television programs about the kinds of adjustments required.	
	Brainstorming on marriage adjustments.	
	Application	
Sharing of responsibilities by husband and wife contributes to satisfactory family relations.	Role-play situations that require adjustment in the establishment of family responsibilities.	Observation of role-play or socio-drama.
	Socio-drama situations that require adjustments in the establishment of family responsibilities.	
Management of individuals and families reflect differences in values, goals, and standards.	Prepare a skit on the typical situation that requires adjustment in the establishment of family responsibilities.	
	Analysis	
Willingness to share responsibility is reflected in the way a household is run.	Analysis of resource materials for relevant factors promoting satisfactory adjustments in the establishment of family responsibilities.	Paper: "Women's place is in the home."
	Determine cause and effect relationships of the adjustments as viewed in the movie, "Who's Boss."	
Different forms or combination of resources may yield similar satisfactions.	Tabulate and draw implications from information collected in interviews with people about adjustments required in the establishment of family responsibility.	
	Group screening, editing, and classifying of ideas gained from brainstorming session.	
	Analyze role-play, skit, or socio-drama as to area that required adjustments in the establishment of family responsibilities and try to determine reasons why this situation might have arisen.	
	Synthesis	
	Devise a set of criteria to determine if a couple has made a satisfactory adjustment in the establishment of family responsibilities.	
	Evaluation	
	Using the set of criteria, evaluate a situation from a book, magazine article, case study, or movie to	Fictitious case study to be written by student on an ad-

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	determine whether satisfactory adjustments have been made in the establishment of family responsibilities.	justment in the establishment of family responsibilities.
	Other Topics to Be Developed	
	How have roles of men and women changed over the years? Movie — "Our Changing Family Life," McGraw-Hill.	
	Diverse role situations in families today. In what ways are the sexes less dependent on each other today than 100 years ago?	
	Marriage is a partnership.	

Concept 2: Relationship of intellectual and emotional communication.

Objective 2: Appraisal of the adjustments to be made in the area of intellectual and emotional communications.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Intellectual and emotional communication is necessary for marriage harmony.	Explore the resource materials to determine the kinds of adjustments that are required in the establishment of intellectual and emotional communication between individuals.	
	Talk by professional person, clergyman, marriage counselor, or lawyer on the kinds of adjustments that are required in the establishment of intellectual and emotional communication.	
	Comprehension	
	Report on the findings in the resource materials about the kinds of adjustments that are required in the establishment of intellectual and emotional communication.	Discussion of materials. Paper: "What are some of the tremendous trifles in some marriages?"
	Application	
A harmonious marriage depends upon intellectual and emotional communication.	Study a case situation; determine what adjustments might be required by the couple.	
	Analysis	
The couple's ability to relate to each other intellectually and emotionally has an effect upon family harmony within the home.	Analyze resource materials for the factors that are relevant to promoting satisfactory adjustment in the establishment of intellectual and emotional communication.	
	Synthesis	
	Devise a set of criteria to evaluate a situation from a book, magazine article, or the movies to determine whether a couple has made a satisfactory adjustment in the establishment of intellectual and emotional communication.	
	Other Topics to Be Developed	
	How can people express love and affection for each other (other than physical love)?	
	How do couples meet conflict situations? What are "Tremendous Trifles"?	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	How do quarrels undermine happiness?	
	Movie, "Who's Right," McGraw-Hill.	
	What is the effect on a marriage when the husband or wife tries to change certain habits of the mate?	

Concept 3: Effect of relationships with relatives.

Objective 3: Evaluation of adjustments to be made in the area of relationships with relatives.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The family includes the in-laws.	Explore resource materials to determine the kinds of adjustments that are required in the establishment of relationships with relatives.	
	Identify members of the family unit, brother-in-law, step-sister, for example.	
	Have a married person(s) or couple(s) in to speak on kinds of adjustments required in the establishment of relationships with relatives.	
	Study trip to family service agency to have a person speak on the kinds of adjustments that are required in the establishment of relationships with relatives.	
	View a movie: "Marriage Is a Partnership," Coronet.	
	Comprehension	
	Discuss findings in the resource materials about the kinds of adjustments required in the establishment of relationships with relatives.	
	Discuss adjustments required in the movie.	
	Brainstorming on adjustments with relatives.	
	Identify situations where friction most commonly occurs in families.	
	Discuss the importance of workable relationships with relatives.	
	Formulate some suggested rules to follow in dealing with in-laws.	
	Application	
A workable relationship with relatives contributes to decreased friction between husband and wife.	Role-play or socio-drama situations that require adjustment in the establishment of relationships with relatives.	
	Role-play a fictional situation in a family. Study the situation. According to criteria established earlier, role-play the situation in an acceptable manner.	Observation of role-play situation.
	Analysis	
The relationship with relatives has an effect on the successful outcome of a marriage.	Using the resource materials, analyze them for the factors that are relevant to the promoting of satisfactory adjustment in the establishment of relations with relatives.	
	After viewing a movie, determine the cause and effect relationships in adjustments made in the establishment of relationships with relatives.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Class members draw implications from the information they collected through their interviews with people about the adjustments required in the establishment of relationships with relatives.	
	Following a brainstorming session on the kinds of adjustments required in the establishment of relationships with relatives, have the group screen, edit, and classify the ideas.	
	Have students collect cartoons and classify them as to the ideas they portray about the establishment of relationships with relatives.	
	Snythesis	
	Devise a set of criteria to determine if a couple has made satisfactory adjustments in the establishment of relationships with relatives.	Write a paper, "You marry your in-laws when you marry." Write a fictitious case study about a couple who need to adjust to relatives.
	Evaluation	
	Using a set of criteria, evaluate a situation from a book, magazine, or movie to determine whether satisfactory adjustments have been made in the establishment of relationships with relatives. Sociodrama or role-play situations could be used if they were carried through to a conclusion.	
	Other Topics That Could Be Developed	
	"You marry your in-laws when you marry." Suggested kinescope: "In-laws" — University of Michigan Television Center, Ann Arbor, Michigan. Importance of living alone during the early years of marriage. Issues involved in relationships with in-laws. Which in-law do people regard as the most difficult? What do people consider as objectionable behavior on the part of in-laws? What makes for good in-law relationships?	

Concept 4: Influence of changed status in the community.

Objective 4: Evaluation of adjustments to be made in the area of changed status in the community.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Marriage gives the couple changing staus in the community.	Class members interview people about the kinds of adjustments required in establishment of interaction with friends, associates, and organizations.	
There is constant interaction between the community and families.	Panel discussion by group of professional people about the kinds of adjustments required for community interaction.	
	Comprehension	
	Class members discuss the interviews they had with people about the kinds of adjustments required in	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	the establishment of interaction with friends, associates, and community organizations.	
	Application	
Marriage provides needed opportunities for the couple to contribute to community life.	Role-play or socio-drama situations that require adjustments in the establishments of interaction with friends, associates, and community organizations.	Observe student reactions.
	Analysis	
Satisfactory adjustment to the community may result in the couple's becoming useful, contributing members of the community.	Using resource materials, analyze them for the factors that are relevant to promoting satisfactory adjustment in the establishment of interaction with friends, associates, and community organizations.	
	Synthesis	
	Devise a set of criteria to determine if a couple has made satisfactory adjustments in the establishment of relationships with friends, associates, and community organizations. Write a paper: "He doesn't like my friends and I don't like his friends."	
	Evaluation	
	Using a set of criteria, evaluate a situation from a book, magazine article, or movie to determine whether satisfactory adjustments have been made in the establishment of interactions with friends, associates, and community organizations.	Fictitious case study about a couple who need to make an adjustment in their relationships with friends, associates, or community organizations.
	Other Topics That Could Be Developed	
	How can couples develop new friendships? How can couples learn to like each other's friends? How do social rules change when you marry? How can couples adjust conflicting recreational and social activities? What community services are available to help couples if they wish to seek help in resolving a problem?	

Concept 5: Developing a philosophy of life as a couple.

Objective 5: Evaluation of adjustments to be made in the development of a philosophy of life as a couple.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Adjustment to marriage includes establishment of a philosophy of life as a couple.	Explore the resource materials to determine the kinds of adjustments required in the establishment of a philosophy of life as a couple. Have a professional person, clergyman, marriage counselor, or lawyer give a talk on the adjustments required in the establishment of a philosophy of life as a couple. Field trip to family service agency. Panel discussion by group of professional people.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
	Discuss findings in resource materials.	Discussion of findings.
	Discuss with professional person.	
	Discuss individual interviews.	
	Discuss with panel of professional people.	
	Brainstorming session.	
	Application	
The couple's philosophy of life reflects their values and attitudes.	Role-play or socio-drama.	Observation of socio-drama.
	Make a list of qualities important to family life.	
	Analysis	
A philosophy of life which is acceptable to both parties will contribute greatly to a harmonious marriage.	Using resource materials, analyze them for the factors that are relevant to promoting satisfactory adjustments in the establishment of a philosophy of life as a couple.	
	Class members draw implications from the information they collected through their interviews with people.	Paper: "Philosophy of Life."
	Edit and classify ideas gleaned from brainstorming session.	
	Synthesis	
	Devise a set of criteria to determine whether a couple has made satisfactory adjustment in the establishment of a philosophy of life as a couple.	
	Evaluation	
	Using a set of criteria, evaluate a situation from a book, magazine article, or movie to determine if satisfactory adjustments have been made in the establishment of a philosophy of life as a couple.	

Concept 6: Use of rational means as a solution to problems.

Objective 6: Evaluation of adjustments to be made in the area of solving problems.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Problem solving is one of the tasks which a couple must encounter.	Make a list of problems which a newly married couple might encounter.	
	Comprehension	
	Report to the class about some agencies where couples may go for counsel when they have problems and how these agencies attempt to help them solve the problems.	Oral reports.
	Application	
Employment of rational means to problem solving reflects emotional maturity on the part of the husband and wife.	Make a display of cartoons depicting areas of conflict between husband and wife. Identify the areas of conflict.	
	Analysis	
Many marriages are stable because the couple used ra-	Research paper on the divorce rate in the U.S., your state, county, and city.	Research paper.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
tional means of solving their problems.	Identify the most common causes listed for divorce.	
Rational decisions represent choices resulting from logical analysis of the elements of situations.	Research to determine what per cent of divorces occurred during the first year of marriage in U. S., your state, county, and city. Identify the most commonly stated causes. How might some of these problems been solved rationally? Skits employing "request versus command" method of accomplishing a task, "discussion versus argument" in settling differences. Which methods were more rational? **Evaluation** Using the set of criteria established, take a problem situation from a newspaper, magazine, or movie and determine if rational means were used to solve the problem.	

Concept B: Problems of family disorientation.

Objective B: Perception of the problems facing a disoriented family.

Generalization: Family disorientation is a situation in which family unity is disrupted by social, psychological, and economic factors.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Types of family disorientation include: 1. The uncompleted family —illegitimacy. 2. Willed departures — annulment, separation, divorce, and desertion. 3. Internal dissolution and extramarital relations. 4. External events — war, separation, mutual catastrophes, and death. 5. Illness — drug addiction, alcoholism, mental disorders. 6. Poverty. Family disorientation is caused by socio-economic and psychological change.	**Knowledge** Define disorientation and list possible types. Discuss disorientation. Buzz sessions may provide class discussion questions. Have groups compile reading lists of current literature on topics under Content. Invite experts, lawyers, clergymen, social workers, Salvation Army personnel, or others to discuss legal aspects and answer questions compiled. Study statistics of cost to society of family disorganization. Show films on drug and alcohol addiction. View film, "Marriage and Divorce," Coronet or University of Minnesota.	
Individuals from different cultures have various ways to handle family disorientation.	Report on cultures around the world and the problems of various cultures.	Oral reports.
	Comprehension Divide students into groups, assigning the topics list under Content as research items. Present as a symposium or as a pretend TV program the results of research — how would these result affect marriage?	Research projects.
	Have speaker from "one parent society" or one father and one mother to speak on the effect of	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	bringing up children by themselves and the resulting problems. Discuss how family disorientation causes problems in a society. Determine problem for social institutions if trend of disorientation continues. Use research bulletins and available statistics. Film: "Who's Right?" about a couple leading toward possible separation. McGraw-Hill.	
	Application	
Stability of the family depends on the individual ability to relate to others effectively. Society requires families to perform certain tasks which an incomplete family frequently cannot successfully accomplish.	Discuss with psychologist and/or social worker the ramifications of a one-parent family. Have class role-play situations within the home using disorientation problems. 1. Tell why it is disoriented. 2. What functions is the family carrying out?	Class participation. Write views on what you consider a stable family or role-play situation and relate it to other cultures around the world.
	Analysis	
The effects of a one-parent family may vary in different situations. A broken home may be the result of a serious breakdown of relationships or of loss of one of the parents. The success or lack of success of the one-parent family will be determined by many other factors besides the absence of one parent.	Using role-playing situations, analyze the possible effects on the family unit or a particular individual. Have students interview various welfare organization representatives and "aid groups." How can families be helped?	
	Synthesis	
A philosophy of life which is flexible and established through evaluation of personal and social factors may result in less disorientation. The problem of upheaval in the family caused by delinquency will be handled in as many different ways as there are families involved.	Write a paper using personal ideas about the effect on family life of loss of one or more members of the family unit. Preparation of a list of tendencies of disorientation and a corresponding list giving probable effects on present society. Discuss and analyze case histories of families with delinquent members.	Suggested paper.

Concept C: Management of the family income.

Objective C: Allocation of the family income for the greatest satisfaction to the family.

Generalization: Satisfactory family relationships are realized when the principles of money management and wise consumer practices are used to achieve family goals.

Concept 1: Influence of family values and goals upon spending.

Objective 1: Appraisal of family values and goals that have an effect upon spending.

Note: For more information on values and goals see other sections in the 11th and 12th grade resource units.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Values influence buying practices.	List areas in which people's values — moral, spiritual, economic — differ, and discuss how these differences influence buying practices. Film: "Marriage and Money." Education Division of Life Insurance, Modern Talking Picture Service. Have panel of mothers and daughters discuss "things which influence us when buying" to show the relationship between cause and effect. Read a story about a family that shows various value patterns.	Write on "Beliefs about the value of money."
Effective management of money is a means of reaching goals.	Read resource materials to determine probable family goals during various stages of the family life cycle. Read current newspaper and magazine articles which discuss standards of living. Look for clippings and articles that reflect how changes in family life cycles affect the changes in the management of money. Look for clippings and articles that reflect effective ways of management of money to reach goals. Interview homemakers in various stages of the family life cycle, to learn about the changes they made in the use of their money.	
	Comprehension	
Methods of handling money vary with families and situations.	Discuss common patterns of controlling family finance in patriarchal and democratic families. Draw conclusions from your readings that may indicate why a girl would enjoy dating a free spender but may be quite unhappy married to him. Discuss probable goals of families at varying income levels during various stages of the life cycle.	Compile a list of items that will show how spending will differ at different age levels.
The different stages of the family life cycle require different adjustments in family spending.	Report on articles and interviews to show how patterns of money management may change to reach goals.	
	Application	
A family's values and goals determine the way they use their money.	Given a series of problems, decide what methods may be used for spending money by couples who have different values and similar values. Apply principles for reaching goals to families at different stages of the family life cycle. Predict methods used by families to manage money from the articles read or the families interviewed.	Observe two shoppers in action. Attempt to determine each person's values and tell why. Apply one of the methods to a new situation.
Flexibility in values, standards, and goals influences adaptability to changing circumstances.	Relate experiences of unsatisfactory purchases, explaining why they were unsatisfactory. Arrange an exhibit of such purchases. Determine ways in which one can learn to make suitable purchases.	
	Analysis	
Each stage of the family life cycle may result in need of further adjustment in eco-	Analyze methods used by families to reach goals to determine how satisfactory adjustments can be made.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
nomics brought about by new roles, problems, satisfactions, and relationships of family members.	Analyze how spending differs at different stages of the family life cycle.	
	Class members tabulate information collected through interviews about cause and effect of change of financial needs with various family cycles.	
	Class members draw implications from information collected through interviews.	
	Analyze skit of a family life stage depicting its financial needs.	
	Analyze a game of charades and draw implications of financial needs from the different types of families and the different periods in family life.	
	Synthesis	
Values and goals have an effect on every aspect of family living.	Propose solutions to problems caused by differences in values held by a couple.	Given an anecdote, write possible solutions to problem of money management shown.
	Propose ways of achieving adjustment to money management in terms of family goals and the family life cycle.	
	Evaluation	
	Appraise the basis for decisions for spending of money as shown in the patterns of controlling family finance.	Judge the value of a given solution to a money management problem illustrated in a story or problem given by the teacher.
	Compare theories of achieving adjustments in money management in terms of family goals and the family life cycle.	
	Class members tabulate findings in resource materials on making intelligent choices in consumer buying, and draw implications for making intelligent choices in consumer buying.	Written analysis of skits and demonstrations.

Concept 2: Effects of consumer practices.

Objective 2: Appraisal of the effects of consumer practices in managing family finances.

Concept 2a: Sources of information.

Objective 2a: Perception of the influence of the sources of information for efficient money management.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Sources of consumer information include advertising, publications, sales people and specialists, labels, stores, and past experiences of buyer.	Make a list of places, people, and things that can be used for consumer buying information.	
	Comprehension	
	Discuss: The influence of advertising on the homemaker's choice of goods pointing out the methods of advertising that seem to exert influence on spending habits.	
	Discussion: "Selling is the advertiser's job." Techniques of persuasion used in ads (playing on emotions) such as "your loved ones," "be popular with the crowd," "don't be the forgotten one," "be a picture of health," and "no longer need to be afraid."	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Advertisement is bait when the product is offered at a "startlingly low price" and: salesman is hesitant to show the product being advertised and shows a higher priced product; there is only a floor sample and new stock will be available after some delay; item was sold out and the customer is asked to look at something better.	
	Panel discussion of buying sources for shopper, including consumer reports and guides, government reports, informative articles in magazines, newspapers, and books.	Panel discussion.
	Present a group of questions to a home economist or other specialist on the kinds of information they may provide.	
	Give a report on brand name labels, grade labels, descriptive labels, and descriptive standardized labels.	
	Discuss how stores, local and large chain stores, contribute information helpful to homemakers through free demonstrations, talks, fashion shows, publications, movies.	
	Identify types of stores. Each student classify local stores and give a report on kinds of merchandise and special services provided.	
	Discuss disadvantages of mail-order shopping.	
	Discuss "shopping around," "previous experience," and "satisfaction received from purchases may not depend on price tag."	Class discussion.
Guides to buying include: advertising, inspection, experience, advice of sales people, government help, government protection, labels, guarantees, and trademarks.	Discuss the various guides to buying and evaluate each.	Discussion of buying guides.
	List advertising slogans. Have students identify product.	
	Students collect variety of advertisements from magazines and newspapers.	
	Separate the collection of advertisements into informative and noninformative.	
	Locate some guarantee which really has little or no value to the consumer.	
	Select articles frequently purchased by girls. List the guides to use when buying the article.	
	Discuss the use of a trademark to the manufacturer and to the consumer.	
	Make a list of the trademarks with which you are familiar for a varied list of consumer items.	
	Define guarantee and differentiate guarantee and warranty.	
	Examine various guarantees to determine value.	
	Make a list of points of reliable guarantees.	
	Discuss "seals of approval."	
	Application	
The use a home manager makes of available consumer	Find advertisements which illustrate each type and predict their effect on people.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
information has an effect upon the kind of purchases made.	Develop a survey to determine community use of publication information for the buyer.	Survey developed.
	Develop a list of problems and determine which type of specialist would help in the solution of each problem.	
	Determine the types of label information necessary for a specific item and find examples of each.	
	Specify certain items needed by a particular family and decide on the type of store policies and characteristics which would meet this demand.	
	Write a paper illustrating how you would apply previous experiences toward purchasing a new item.	Write a paper applying understandings related to buying techniques.
	Write a report on "shopping around" as applied to purchasing a new item.	
	Analysis	
The home manager may become an informed buyer by availing herself of consumer information.	Analyze advertisements for the social group they are appealing to as well as the particular philosophy behind the appeal.	
	Determine types of emotional appeals from a group of advertisements.	
	Categorize magazine advertisements into the types of social groups they appeal to. Determine the breadth of the group which each magazine tries to reach.	
	Analyze consumer information publications for the types of information each one illustrates and compile into charts.	
	Analyze a sales talk and sales information speech. Chart differences.	
	Analyze labels for meaning and information.	
	Analyze and list precautions for each type of buying: Types of stores, mail order, door-to-door salesman.	
	Panel: "Advertisements are good guides to buying."	
	Locate one or more advertisements, which you believe are either misleading or actually false.	
	Discuss ways of advertising: Radio and TV, newspapers, magazines, store windows, posters.	
	Display articles that girls commonly buy. Have girls inspect. List points to look for when buying.	
	Discuss some qualities that cannot be detected by inspection: Fiber content, quality of canned goods.	
	Pupils select several articles they bought. List qualities revealed by past experience to be used as a guide for future buying.	
	Tell of experience where information given by sales person was reliable or unreliable. Discuss reasons why reliable information is not always given.	
	Divide into groups to investigate the sources offered by the following agencies and bring a report to class: Federal Trade Commission, Bureau of Standards, Food and Drug Administration, Department of Agriculture, Public Health Service.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Report on the purpose and function of these acts: Federal Food, Drug and Cosmetic Act Meat Inspection Act Wool Products Labeling Act Textile Law	Class reports.
	Discuss with several persons the learning gained from previous shopping experiences. Organize these learnings into a chart, after analyzing results and placing in order of importance.	
	Indicate unstated assumptions in labels, advertisements.	
	Analyze advertisements for facts, value statements, and hypotheses.	Ability to analyze advertisements.
	Synthesis	
Rational decisions when shopping will result from analysis of needs and wants; consideration of resources; obtaining information; considering alternatives in relation to goals, resources, and information prior to buying.	Have students determine values of social group and list store policies and characteristics necessary for each group.	
	Have students list their own values and determine store characteristics and values important to themselves.	
	Shopping trip for particular item indicating final choice based on "shopping around" and/or previous experience.	

Concept 2b: Influence of buying ability.

Objective 2b: Develop buymanship techniques that influence the amount of goods, services, and satisfactions a given income will purchase.

Concept 1): Distribution of income for food.

Objective 1): Judgment of the distribution of the family's income for food.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
	Read from text and assigned current publications on food buying.	
	Movie: "Focus on Food Dollars," Ag. Ext., University of Minnesota.	
	Make a study trip to grocery store to observe economies.	Written evaluation of trip to grocery store and of impulse buying noted.
The amount of money needed for food budget is affected by many things.	Accompany parents, a relative, neighbor, or friends on food shopping trips as silent observer — note impulse buying.	
	Discuss with your family the proportion of income spent on food.	
	Study grocery ads in paper. Role-play Market Basket Skit.	Evaluate grocery ads in class.
	Study labels for helpful information.	
	Invite a merchant to talk on his observations of shoppers in action.	
	Display common can sizes and equivalents.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
	Report on findings from resources. List kinds of information found on labels.	
	List good buying practices, explain advantages.	
	Report results of survey to class. Discuss factors to consider in choosing a place to shop.	
	Panel of students on reasons for impulse buying as observed.	
	Panels of parents and students discuss proportion of income families spend on food.	
	Research reports given on cost of food vs. nutritive value.	
	Application	
Buying, planning, storing, and preparation skills affect the amount of goods a given income will purchase.	Using the following situation, make out a market order for four days, well organized for shopping.	
The more limited the budget, the more important becomes the decision of what to buy.	Jerry and Kay are a newly married couple and both are working full time. Their food preparation time is limited to 20 minutes for breakfast and one hour for other meals. They buy their lunches on Thursday and Friday but are at home for all three meals on both Saturday and Sunday. On Saturday they plan to entertain two other couples at a buffet supper.	Class discussion of suggestions for Jerry and Kay.
	Write socio-drama showing effects of a trip to the supermarket on a well-organized, informed, careful buyer.	
	In groups in laboratory, prepare a high-cost meal, a low-cost meal, and a moderate cost meal.	
	Set up a check sheet for an informative label.	Evaluate labels by check sheet designed in class.
	Design a label.	
	Class committee makes a display or bulletin board on cost of convenience.	
	Analysis	
	Analyze food budgets from various research bulletins and publications.	
	Determine what portion of budget the family food would amount to.	
	Analyze laboratory meals for factors affecting cost.	Class discussion of results of laboratory analysis.
	Analyze economies observed on study trip.	
	Analyze several family types, i.e., newlywed, single person, family with young children, family with teen-agers, as to the food budgets they might have because of age and activities.	
	Synthesis	
	Student demonstration — preparation and cost comparison of mix, partially prepared food, and that prepared in the conventional manner.	
	Develop a check list for a survey of markets that emphasize credit purchases and those that emphasize buying for cash.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The ability to reduce budget dollars spent for food will result in more income for other family expenditures.	Develop a display for PTA — food supplies for a week for a family of five — attach cost tags.	Discuss success of PTA display; evaluate its worth.
	Develop low-cost menus.	
	Develop high-cost menus.	
Unless enough money from the family budget is allotted for food to insure an adequate supply of the nutrients needed by all of the family members, more money may be needed for medical bills and loss of work time.	Students plan an attractive nutritious meal within a specific cost budget.	Written report on "How do my low-cost meals measure up nutritionally?"
	Plan and carry out a food budget for the family for two weeks. Make revisions after first week.	
	Evaluation	
	Judge the two-week food budget plan.	Paper on evaluation of two-week food budget.
	Judge markets by criteria developed.	

Concept 2): Distribution of income for clothing.

Objective 2): Appraisal of available resources in relation to additional purchases of clothing and textiles.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Budgeting the clothing dollar is a plan for spending in relation to money available.	Read in references about clothing budgets. Use bulletin on personal clothing, Extension Folder No. 224, University of Minnesota.	Pretest on budgeting the clothing dollar.
Clothing resources include: 1. Allowances 2. Money earned by working 3. Gifts	Oral report on needs and desires of individuals — is it possible to meet both?	Grade reports.
	Oral report on different ways one may purchase clothing: 1. Time payment 2. Cash 3. Charge accounts 4. Flexible charge accounts 5. Lay-away	
	Class discussion of the following statements or write out what these statements mean to you.	
	"Budget trouble is when there is too much month left at the end of the money."	
	"A labor-saving device is no labor-saving device if you have to work hard to pay for it."	
	"No wonder it is hard to save money; our neighbors are always buying things we cannot afford."	
	Comprehension	
	Discuss principles of budgeting, reasons for, what is gained by having a plan for spending. Discuss what determines how much can be spent for clothing: size of family, age of members, work needs, social needs.	Participation in discussion.
	Wants and needs change with age, education, personal growth and interests, association with social groups. Discuss how to meet both needs and desires	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	with resources available and how wants are influenced by credit buying. Discuss reasons for and against credit buying. How can it be used wisely? See Illinois Teacher, Vol. VI. No. 3.	
	Application	
The way the clothing dollar is spent is determined by needs and desires of the individual and family.	Each girl take inventory of clothing on hand. Decide what can be worn as it is, what can be repaired or remodeled for use, what should be discarded or given away. Make a list of clothing needs and desires for this year.	Grade on completeness of report.
	An imaginary classmate loses all her clothing in a fire and a service club offers to provide $100 to supply a basic wardrobe. Divide class into groups to plan purchases.	Grade on wise use of $100.
	Analysis	
	Estimate cost of additional items in plan. Analyze resources available to you and determine if your additions will fit your purse. Will your plan fit the clothing plan of your family?	
	Synthesis	
	Write a report on the values of a clothing budget. How does it help to prevent wasteful spending?	Grade reports.
	Evaluation	
Individual needs and desires may be satisfied if a budget is wisely planned.	Pass out copies of a clothing budget for a senior high school girl for one year. Judge this plan as to feasibility.	

Concept 3): Influence of the housing dollar.

Objective 3): Appraisal of the influence of financial factors of housing for family and individual needs.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Housing costs include house payments or rent, furnishings, equipment, and upkeep.	Interview parents or neighbors for what is included in total housing costs. Report to class. List expenditures included in housing costs. Read about amounts families spend for housing. Ask realtor about average prices of homes, price ranges, prices of majority of homes sold. Report to class.	Reports.
Financial terminology related to housing includes: abstract amortize appraisal assessment assignment collateral deed interest lease liquidate mortgage straight mortgage amortized mortgage second mortgage principal rent title	Examine family spending records for total housing costs. View filmstrip, "Home Insurance," Insurance Information Institute. Find out from home owners why they own their homes. Study terms relative to financing housing. Invite banker to explain to class how monthly cost of home ownership is figured to include taxes and to exclude taxes, thereby showing cost of taxation. Ask parents to explain cost, upkeep, and repairs on your home. Invite a lawyer to explain the legal procedures necessary in purchasing property.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
	Study and discuss the advantages of owning, renting, or leasing. Report.	
	List reasons for renting.	
	Panel: "When is it wise to own, rent, or lease a home?" or "Should newlyweds build or rent for their first home?"	
	Discussion of total housing costs including insurance.	Discuss or write a paper on total housing costs.
	Discuss financing terms.	
	Look at sample deed, mortgage, lease and compare.	
	Discuss: Portion of income that may be spent for housing and the problems associated with this spending, for example, family size, interests, values.	
	Discuss reasons for rents differing in various parts of the city, country.	
	Application	
	Discuss the housing space required by two people, three people, four people, five people.	
	Read classified ads to see how much this size house might cost to rent and to buy, including trailer homes.	
	Discuss the differences between the higher priced, medium priced and lower priced housing.	
	List the ways in which the desires of the following families would be similar, dissimilar, or opposite: Newlyweds, family with small children, family with teen-age children, couple without children, grandparents, single person.	
Housing needs vary according to the vocational plans, values, and resources of the individual and family.	Discuss: "What are some personal and family goals and values that affect the selection of housing?"	
The amount of money the family can afford to spend for housing depends on available income in relation to costs it must cover.	Given specific family situations, for example, composition, age, spending goals, determine percentages that could be allocated to housing.	Observation of students in class discussion.
	Set goals to be achieved for a hypothetical couple in relation to a realistic appraisal of available resources.	Class discussion of goals set.
	Analysis	
Problems may be avoided by having a knowledge of terms pertinent to housing finance.	Indicate ways in which knowledge of housing terms can avoid problems in buying or renting.	
The use of rational decisions with regard to fitting housing expenditures within the family income will lead to wise housing financing.	Discuss cost relationship between the price of the house and the price of the furnishings and equipment, and between the price of the house and the price of the lot.	Discussion of housing costs.
	Take situations where family can use a rational process in making financing decisions about housing and analyze their success in doing so.	
	Compare wise and unwise apportionment of resources in relation to a priority of values.	Class discussion of different family apportionment of income.
	Analyze family needs and wants in relation to housing, considering stage of family life cycle, age, sex,	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	health, ability, vocational and recreational interests of members, and patterns of family living. Set up a case study of two identical families, one family invests savings and rents for 20 years. The other family uses their savings and buys a $12,000 home on a bank mortgage plan under FHA. Each of them will pay the same amount for housing. Each includes housing obligations necessary to his situation, taxes and insurance, for example. Draw conclusions about the two situations. Debate the advantages and disadvantages of renting versus owning a home. Have the students investigate the amount procurable, interest rate, time allowed, to whom available, and method of payment for each. Have the students read and report on the different ways of financing and present their material in an impromptu skit with the girl with the particular material the main actress. The class will evaluate the skit on the amount and kind of information presented, or the use of bulletin boards, flannel boards, or mobiles.	
The amount of money spent for housing is in proportion to family income.	Present problems, such as: Building a $10,000 house, and financing with FHA loan on which you pay $56.07 per month for 20 years. How much will it cost when paid off? Allowing 45% for cost material, 30% for labor and construction, 12% for architect, contractor, and surveyor's fees, 13% for cost of site and improvements, figure the amount of each item in $10,000 and $30,000 houses.	
	Synthesis Write a case study about a family which is using the process of wise decision-making to decide on the type and financing of housing.	Class evaluation of sound thinking.
The final choice of housing for a family is determined by the values of that family.	**Evaluation** Give girls a situation where a couple with annual income of $6,000 can either rent a two-bedroom apartment for $150 or a two-bedroom house for $145. Evaluate their choice as far as its being a rational decision and why.	Have class members report on their papers and support their ideas.

Concept 4): Importance of use of income for security.

Objective 4): Synthesis of distribution of income for security in a marriage.

Concept 4a): Savings and investments.

Objective 4a): Formulation of a plan for providing financial security in a marriage.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Security finances include savings, investments, insurance, and credit.	Brainstorm various ways of saving. Read in text. Formulate definition of savings.	
Savings is putting away	Study trip to bank for illustrated talk on saving procedures and computing interest on savings.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
money from present income for use in the future.	Have a banker or loan company's representative discuss:	
Investment is using money for the purchase of property for income.	Different savings institutions. The way a business operates with money obtained from selling shares of the business. How the value of shares may fluctuate and how shares are sold. When in the life cycle it is best to invest in stocks. What bonds are and how they differ from stocks.	
	Have class survey interest rates paid by local saving institutions.	
A will sets forth the most economical disposition of your estate.	Read in text about the importance of the will.	
	Reports: Savings, insurance, investments, pensions, and social security.	Oral reports.
	Define: Security. What does it mean to family finance?	
	Define: Goals. What do they mean to family finance?	
	Comprehension	
	Bring quotations concerning savings and discuss.	
	Students relate experiences with savings, such as why, how long, where savings are kept, interest, passbook, procedure for establishing a savings account.	
	Invite a panel of community members to discuss ways to save.	
One's values and goals become guides for spending and using money throughout one's lifetime.	Give forced choice test to highlight the influence of values.	
	Discuss: How can one recognize his values and goals and establish savings accordingly?	
Professional advice on investment in stocks is a safeguard to a sound investment program.	Invite resource persons to explain mutual funds and how stock is diversified.	
	Buzz groups discuss reasons for savings, report to class.	
	Panel of students summarize information from study trip to bank or talk by resource speaker.	Ability to summarize trip and talk.
	Discuss: 1. Different savings institutions 2. Stocks—how sold, why and when 3. Bonds 4. Mutual funds	
	From survey, chart services rendered by local lending institutions.	
Planning for the distribution of your estate is a means of providing security for family.	Discuss interest rates paid by institutions in community. Compare with government bonds.	
	Student panel on operation of a credit union.	
	Discuss when a family should start investing.	
	Discuss wills in relation to various needs.	
	Discuss effect of will on survivors vs. no will on survivors.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Application	
Planning for saving requires the selection of method or methods which seem to fit the family situation.	Predict results of using various savings plans. Choose a stock and chart its progress to find gains and losses. Extrapolate to make future predictions. Role-play or discuss case studies or have panel of different stages of family life to show changes in spending patterns.	
A variety of saving and investment institutions and instruments are designed to meet the types of objectives established by families for saving and investing.	Hypothetically, students are given varying amounts of money to save. Have them choose various instruments or institutions and chart growth of savings.	
	Analysis	
A savings program will necessitate choices between immediate spending or saving for later large spending.	Analyze small group reports on questions as: What will planned savings do for me? How much should one save? How can one save in a hurry? Where does the interest money come from that one gets on savings? Will a family need the same savings plan all its life? Study and analyze case studies of families with different values and goals. Explore influences on spending and saving.	Analysis of reports.
	Synthesis	
The way in which a family's security goals are met is influenced by the ability to save in order to reach its goals.	Work out a plan with a family for savings over a period of time. Class prepare some "Guides to Savings." Organize a stockholders' group, follow a specific stock, choose officers, and become familiar with the organization of a company.	Ability to develop plan for savings.

Concept 4b): Insurance.

Objective 4b): Perception of the various kinds of insurance.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
There are several kinds of insurance, each with its specific functions.	Use resource material to find out what kinds of insurance are available. View film, "Life Insurance," Association Films. Survey own family to find out what kinds of insurance is carried. Examine insurance policies.	Check tests on kinds of insurance and functions.
Through insurance, economic risks fundamental to existence are shared.	Invite an insurance agent to speak on planning for security through insurance. Students interview insurance agent. Bulletin board display on common risks of families.	
Economic security is promoted as individuals assume	Read case study, "How America Lives." Bring pertinent newspaper and magazine articles.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
responsibility for economic risk.	Students discuss with parents kinds of insurance families have.	
Annuities are purchased for the purpose of providing a supplement to the retirement income of the family.	Student prepares a report or acts as the class resource person on annuities.	
	Invite an insurance agent to discuss the annuities program.	
Health insurance is designed to pay bills incurred by illness or accident and to provide for loss of income during this time.	Resource person—local health insurance agent.	
	Class develops questions for a question box.	
	Filmstrip, "Dollars for Health," Association Films.	
	Survey local business firms to learn of health insurance coverage.	
	Survey families about health insurance coverage.	
	Survey hospital for costs of accommodations.	
Life insurance is used by the family for purposes of protection, savings, and investment.	Read references on life insurance.	
	Filmstrip, "Dollars for Security," Association Films.	
	Invite life insurance agent to talk on financial security through insurance.	
	Have students survey families to find out kinds of life insurance they have.	
	Bring blank life insurance application forms.	
Through car insurance the risks of economic loss are shared and financial security is promoted.	Read in references on car insurance.	
	Resource person—car insurance agent to give tips on buying car insurance.	
	Students survey families to determine kind and cost of car insurance coverage.	
	View filmstrip, "Automobile Insurance," Insurance Information Institute.	
	Comprehension	
	Set up bulletin board showing kinds of insurance available.	
	Students list some common risks of families.	
	Discuss what would happen to family if income stopped.	Contributions to discussion.
	Discuss what, other than unemployment, might cause income to stop.	
	Discuss what families can do to prevent risks.	
	Cite instances or role-play a family whose financial security was seriously affected by accident or illness.	
	Have class panel discuss whether financial security is the responsibility of the individual or some outside agency.	Participation in panel.
	Discuss survey results—why families carry insurance they do and why some carry little or none.	
	Students list different categories of needs for which protection may be needed.	
	Students formulate from discussion the meaning of annuities.	
	Discuss types of annuities.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Discuss application and contract forms for an annuity program.	
	List purposes of health insurance.	
	Discuss advantages of group health insurance.	Contribution to discussion.
	Discuss sources of health insurance policies.	
	List types of health insurance policies.	
	Discuss and fill in blank health insurance application forms.	
	Show cartoons or pictures which present various viewpoints concerning family security through health insurance.	
	Discuss why costs of health insurance vary in different parts of the country.	
	Summarize resource talk by discussing: 1. Insurance plans which will pay medical and hospital bills. 2. Provide income during illness or disability.	
	Discuss reasons for buying health insurance while young.	
	Oral reports on: 1. Workman's compensation liability insurance 2. Medicare	
	Discuss factors to consider in buying life insurance.	
	Discuss types of information requested on application forms.	
	Discuss needs for various kinds of policies.	
	Discuss reasons for buying life insurance while young.	
	Make a list of terms and define.	
	Panel of students discuss kinds of life insurance policies.	Participation in panel.
	Students role — play situation illustrating need for four basic types of life insurance protection. 1. Tim Sullivan and his wife have a grocery store. Tim is 30. He has just borrowed $5,000 to expand his business and to buy a new delivery truck. At the same time he takes out additional life insurance in the form of a $5,000 term policy, to protect his family. If he dies, his widow will use this money to pay off the debt; if he lives he will pay off the debt himself and will either give up his term insurance or convert it into a policy that fits his long-range program. 2. The Bob Jacksons have two children; Mr. Jackson earns $100 a week in an auto plant. They already have $9000 worth of life insurance. At 30, Bob is being advanced to foreman. Mr. and Mrs. Jackson talk it over and decide they can afford more life insurance protection. They want as much long-range protection for their young family as they can afford. They buy a $6000 straight life insurance policy. 3. At age 40, Bill MacMillan discusses his life insurance program with his wife and their life	Contribution to role-play situation.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	insurance agent. He and his wife feel that they need extra life insurance but they do not want to pay premiums after Bill retires. He buys a $4000 limited payment life policy that will be completely paid up when he is 65. 4. Mary Jo is 25 years old and earns $65 a week as a secretary. She decides to buy a $2500 endowment policy which will mature when she is 65. Whether she marries or not, she knows this will be a very useful sum to have when she reaches retirement age. Until she does, of course, she will be insured for the full $2500 which will take care of final expenses and any debts she might have. 5. Ralph Morgan is 25. He is making plans for his family's financial security. Ralph already has a $5000 straight life insurance policy which would take care of last expenses and readjustment period if he were to die while his children are growing up. Now he plans to add a $5000 family income policy. If he dies within 20 years after he has bought the policy, Mrs. Morgan will receive $50 a month until the 20 years are up. Then she will get the face amount of the policy, $5000, which she can take as a lump sum or as income. 6. George and Sally are in their middle forties. Since their children have started homes of their own, the Harts have begun to think and plan for the retirement years. George had decided to buy a retirement income policy that will add $75 a month to his retirement income at 65. In the meantime, the policy will provide additional life insurance to protect Sally in case he dies before 65. Discuss situations in light of the following: 1. Value to the family 2. Cost to the family Discuss and list risks of car ownership. List various types of coverage in the form of a summary chart. Students discuss survey results. **Application**	
The kinds of insurance selected depend on the family's income and needs.	Invite an insurance agent to discuss different types of insurance and the costs for the young family. Ask him to help work out several examples of programs for young couples with different needs.	
	Discuss points brought out by agent. Students summarize in written paragraph.	Evaluate summaries.
	Students make bulletin board illustrating benefits of the various health insurance policies.	
	Write socio-dramas illustrating health insurance application to the various family situations.	
A well-planned annuity program provides greater financial security for the family.	Students prepare a bulletin board entitled, "After 65—Where's Your Money Coming From?"	Bulletin board.
	From resource person presentation, dramatize family situation regarding purchase of annuities.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Assume hypothetical situation and purchase an annuity. Reveal the effect on retirement income.	
Life insurance purchased reflects changing needs and circumstances of the family.	Have students make chart or display on the uses of life insurance.	
	As result of survey, students develop case problems with life insurance policy solutions and dramatize.	
	Write dramatizations for the following situations:	
	Mr. and Mrs. John Hurd have been married for 20 years. Mr. Hurd is 45 years old and his wife is 5 years younger than he. They have no children. Together they own and operate a small neighborhood grocery store from which they never make more than $7000 a year in income. Their home which they purchased in 1946 for $6000 is paid for, but they still owe $2000 on their store building which is valued at $8000. Mr. and Mrs. Hurd work long hours, and they are looking forward to the day they can retire. Worried about the future, they invite an insurance agent to their home to help them with their plans. Their present insurance policies include a limited payment ordinary life policy of $10,000 for Mr. Hurd and a policy for the amount of $1000 for Mrs. Hurd. Both policies will be paid up at age 65. Dramatize the discussion between Mr. and Mrs. Hurd and the insurance agent.	
	Jim Smith is the editor of a small-town newspaper. His family consists of his wife Mary and two children, 12 and 9. Jim earns $150 a week, but somehow it doesn't stretch to cover much in the way of savings because of mortgage payments on the house, car expenses, food, clothing and medical bills. Jim and Mary are in their late 30's. They hope that they can move in the country and buy a farm when they retire, but their immediate problem is how to be sure that their children will be able to attend college. They decide to see a life insurance agent to help with their plans. They take with them their present policies of $1000 straight life, which Jim has in addition to his $10,000 term insurance, plus a term insurance policy to cover the mortgage on their house. Dramatize the discussion between Jim and Mary and the life insurance agent.	
	Students write socio-drama involving application of coverage to loss.	
	Panel of students and driver education instructor discuss insurance costs.	
	Students choose various coverages for hypothetical family car. Calculate premiums in table form to see comparisons.	
	Analysis	
	Set up hypothetical families.	
Insurance may contribute to a family's long-term financial goals.	Analyze their needs for insurance.	Check analysis.
	Examine and interpret health insurance policies in terms of coverage and costs.	Role-play: Young couple, insurance agent discuss needs, resources.
Health insurance coverage enables families to meet expenses of illness or accident.	If some girls are engaged, they might use own situation.	
	Analyze case decisions regarding long-range health insurance programs.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Well-planned health insurance programs will result in maximum utilization of the insurance dollar.	Analyze: Simon Adler is a dentist. He has hospital and surgical expense insurance for himself and the family and has now decided to increase his health insurance protection by buying a loss-of-income policy. After talking it over with his insurance representative and figuring that by using part of his savings he could keep the family going for two months if he were unable to work, he buys a policy with a 60-day waiting period. The problem is why did he do what he did?	
	John Pellini, a self-employed artist, states on his application for his hospitalization and surgical insurance that he is being treated for an ulcer. Otherwise he has been in good health. What is the insurance company's reaction going to be?	
	Analyze hospitalization statements for identification of health insurance coverage.	Ability to analyze health insurance problems.
Greater financial security for the family will result from a well-planned life insurance program.	Analyze dramatizations. Analyze life insurance contracts and interpret in terms of protection. Analyze suitability of decisions regarding life insurance from a long-range insurance program for the family. Examine and interpret life insurance policies in terms of coverage and cost.	
Auto insurance can provide medical, comprehensive, collision, and liability protection.	Students analyze family car insurance plan for benefits and cost. Bring policies for class to analyze in terms of coverage and cost.	
	Synthesis	
	Devise insurance plan for above families. Develop a set of guidelines for a good health insurance program for a family.	Check plans.
	Develop a health insurance plan for the following situations: 1. Single person 2. New family 3. Family with children 4. Family with children gone	
	Students create case situation including marital status and hypothetical income. Outline health insurance program.	
	Give a case family situation and set up a suggested life insurance program. Include: 1. Types of policies 2. Amount of policies	
	Develop a set of guidelines for a good life insurance program for a family.	
	Evaluation	
	Evaluate plans on basis of family goals which might seem reasonable for this family. Discuss in class; then write paragraph to describe goals, explaining how the insurance plan implements their attainment.	Use paragraph to evaluate students' judgment.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Judge insurance program, using criteria developed.	
	Judge life insurance program planned, using criteria developed.	

Concept 4c): Credit.

Objective 4c): Evaluation of the effect of credit upon family situations.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Management is planning the use of limited resources to satisfy the most important and greatest number of needs and wants.	Write a definition of money management. Discuss in class.	Pretest on use of credit.
	Filmstrip, "Marriage and Money," Association Films, or film, "Wise Use of Credit," Association Films.	
	Define credit. Discuss.	
	Read references on money management and credit.	
	Develop definitions of credit.	
Credit is the present use of future income.	Examine various types of legal materials used in establishing and using credit, contracts, charge plates, installments.	
Federal and state laws regulate many credit transactions for the protection of a borrower and lender.	Ask students to identify the types of credit they or their families use.	
	Examine credit cards, mortgages, installment contracts. Compare the provisions.	
Contracts are legal documents.	Examine state laws dealing with credit.	
Provisions in a contract need to be understood by the borrower in order that he may realize his full obligations.	Invite a banker to explain laws regulating credit. Which ones affect minors?	
	Consult department stores for information on the number of customers who default.	
Credit rating depends upon reliable income and prompt payment.	Consult a lawyer or loan agent to learn what happens to an individual and to the seller when goods are repossessed.	
The buyer and not the seller loses when goods are repossessed.	Arrange for a panel of homemakers from each stage of the family cycle to discuss the need for credit.	
Income can be extended through home-produced goods and services contributed by members of family.	Survey to determine how families in the community use credit.	
	Comprehension	
	Discuss the difference between needs and wants.	
	Give examples of how proper money management can satisfy needs and wants.	
	Find examples of newspaper ads which show kinds of credit available. Use for bulletin board.	
	Discuss availability of credit.	
	Discuss reasons for using credit.	
	Give examples of ways in which a family might use credit.	
	Find examples of credit payments in family budgets. Case studies.	
	List ways in which credit may be helpful in money management.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Request the students to write what credit means to them to help in clarifying this concept.	
The wise use of credit can contribute to family happiness and security.	List things for which students may want to spend their money in the next month, semester, year, and five years.	
	List decisions involved in desired purchases and identify with value involved. Rate the desires in order of importance to individual student. Why may they differ?	
	Write a paragraph on why some families abuse credit purchasing.	Written paragraph.
	From class discussions, form generalizations concerning this situation.	Ability to generalize problems of credit purchases.
	Using examples of types of installment credit from newspapers or catalogs, prepare a graph showing variations in cost.	
The use of credit permits people to buy or sell merchandise quickly thus increasing the demand for merchandise.	Discuss one example of a family's use of installment credit. Consider purpose of credit buying and length and method of payment.	
	Identify a situation which might require a person to borrow money. List as many sources as you can where one could go for this money.	
The privilege of credit buying costs money and thus adds to the cost of goods.	Students inquire of parents the need for credit in their family both in the past and in future.	
Consumer credit has changed the country's economic pattern from a cost economy to a money credit one.	Interview some of the oldest residents in the community or grandparents on how they paid for purchases. Interview young families on their methods of payment for goods. Compare the two.	
	What has caused the difference? Investigate several references and be prepared to discuss the effect on our economy and standard of living if people paid cash for goods or if they bought mostly on credit.	
Inflation can be caused by making money too easily available for credit buying.	Report on meaning of inflation and the relationship of credit to inflation.	
An individual's credit rating determines the extent to which he can use credit.	Examine a "blue book" and learn its purpose. Visit a credit bureau for information on its functions.	
	Investigate the use of credit in travel, for telephone, car, gas, dining.	
	Clip examples of advertisements involving the use of credit and figure the costs.	
	Survey newspapers for bankruptcy reports. Find the meaning of bankruptcy — its legal aspects and results.	
	Compare the interest rates of banks, small loan companies, finance companies.	
	Report on various plans for purchase on credit.	
	Application	
The need for the use of credit differs with the stage in the family life cycle.	Relate the need for the use of credit to the family goals and values discussed previously.	
	Discuss: In which of the stages might credit be most important?	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Develop a questionnaire in class on credit problems to be answered by a panel.	
	Role-play the establishment of a credit rating for the following: 1. Girl on her own for the first time. 2. New couple in community who had credit rating in former community. 3. New couple in community who have not used credit buying but want to do so.	
The ability to obtain credit depends on the consumer's credit rating.	Students interview manager of credit bureau or department to determine the importance of a good credit rating.	Oral or written reports.
	Panel discussion on credit ratings.	Group work in panel discussion.
Rates and ways of stating credit costs vary with the creditor.	Students work problems to figure the dollar cost and the true annual interest rate of various credit plans and installment contracts.	Problems handed in. Test on figuring cost.
Lenders differ in such matters as rates charged to consumers, method of payment, services offered, security required.	Using examples of actual credit contracts, identify the terms set forth in each. Discuss.	
	Group work: Each group assigned to a particular type of lending institution, i.e., commercial bank, savings and loan. Inquire about rates charged, security required, method of payment. Compare findings of groups—bulletin board or chart.	Group reports.
	Analysis	
A family's decision to use charge accounts will depend upon characteristics of the particular type of charge account, and the type of credit needed or wanted by the family.	Analyze the types of charge accounts available within the community and various provisions of each type.	
	Analyze installment contracts from several sources to determine differences in cost, method of payment, penalty for failure to pay, "trick" clauses.	
	Synthesis	
	Prepare a case study in which you determine the types of charge accounts used by a particular family. Which ones are used most often? For what purposes? Why are they used? What are the advantages and disadvantages of charge accounts? Evaluate this family's use of charge credit, remembering the role of goals and values in determining use of credit.	Written paper—case study.
	Panel discussion or debate on advantages and disadvantages of using charge account credit.	
The ability to make a wise decision about the choice of credit will be determined by one's understanding of the principles of credit and the needs of the family or individual.	Plan a role-playing situation which portrays a family deciding what type of credit to use.	Evaluate role-playing in terms of principles of credit which are brought out.
The ability to compare many sources of loans will help the consumer to choose the one that meets his needs most satisfactorily.	Assume that you need $500. Devise a plan to borrow this amount of money from each of three lenders. Compare these lenders in regard to provisions of the loan. Determine which would be the best source of money for a particular situation.	
	Debate the following statement: "He who goes a-borrowing goes a-sorrowing," by Ben Franklin.	Test on credit.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Write a series of three to five minute radio programs, or a series of short newspaper articles which would be of help to the consumer about the use of credit. If possible, tape the programs for use on the radio if there is a local radio station, or submit newspaper articles for publication.	Teacher and students evaluate content of radio program or newspaper articles. Check sheet worked out by class.
	Choose an article that one might buy on installments.	
	Investigate three plans available by which to purchase this article.	Written report.
	Discuss pros and cons of each type of purchasing.	Analysis and evaluation of installment credit.
	Decide which one would be the wisest choice in regard to the particular situation.	

Concept 4d): Taxes.

Objective 4d): Prediction of the effect of taxes upon the family.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Taxes are the means of accumulating money for public facilities which cannot be provided privately.	Read from references on taxation.	
	Invite mayor to talk on town taxes—what are they and what benefits we receive.	
Taxes provide funds for the business of government and certain benefits in the form of property for public use, welfare services, public schools, and protection.	Bring to class cartoons or jokes on taxes.	
	Survey community for property, services, and protection provided from tax funds.	
	Bulletin board on newspaper editorials and articles on reactions to taxation.	
	Survey school, county highway department and town council for costs of repair to property.	
The business of our democratic government — local, state, and national — is dependent on income received from the people in the form of taxes.	Students make a list of all goods, services, and property they know of which is taxed in any way in order to give them the scope of the tax field.	
	Survey the community for all the public property, welfare services, and types of protection which are paid for from tax funds. When gathering information, consider questions such as: Who has charge of these services? How does the public safeguard them?	
	Invite the county assessor to discuss assessment problems. Ask him for information such as: What is his job? How many dog and cat licenses are sold? How many diamond rings were reported for taxation? What is intangible property? Have him bring some assessment blanks for class to examine.	
	Use a panel of parents to explain how their taxes affect their family income.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Some taxes are regulated locally and some are governed by law — state or national.	Invite a panel of local people to tell how local taxes are levied and collected. School board member Town board or city council member Superintendent of schools County assessor County treasurer	
	View film, "Federal Taxation," University of Minnesota.	
	Comprehension	
	Make a list of all goods and services and property taxed.	
	List taxes students pay.	
	Panel of students discuss how taxes are collected and for what purpose.	Contribution to panel on taxes.
	Have students do research report on how and why our country started levying taxes. Do you think our system is a just one?	
	Discuss income tax forms.	
	Discussion of survey results.	
	Student panel discussion: Sales tax in Minnesota — advantages and disadvantages.	
	Teacher and student collect some newspaper editorials and magazine articles for people's reactions. Why are there differences? Which ones seem to have the common good in mind?	
	Write an article or draw a cartoon to emphasize the citizen's duties concerning taxation.	
Misuse of public property results in cost to the taxpayer for its repair.	Assign groups of individuals to do the following: 1. Consult the school custodian and/or the superintendent of schools for information on damage, not ordinary wear and tear, and cost of repair to school property — windows, desks, for example. Who pays for the repair? 2. Consult the county or state department of roads for the cost of keeping highways clear of litter and rubbish. 3. Interview the local park superintendent or caretaker for information on damage to this public property and the cost of repair. 4. Each class member write a short paper on "Why Do People Abuse Public Property?" What solution would you prescribe?	
	Investigate the statement, "You do not pay property taxes, you pay rent," to determine if this is literally true.	
	Application	
Financial well-being is affected by manner in which we assume the responsibilities placed on us by federal, state, and local tax laws.	Discuss the roles that taxes play in providing protection to property and services for citizens.	
	Using the survey, make a chart for PTA on costs to the local taxpayer for repairs to schools, roads, parks.	
	Students fill in hypothetical assessment blanks.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Using case income of a young married couple, file hypothetical income tax return.	
	Arrange a display emphasizing citizen's duty concerning taxation.	

Concept 4e): Social Security.

Objective 4e): Prediction of the effect of social security upon the family in retirement years.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Social security benefits are used by the family for the purpose of protection and savings.	Students do assigned reading.	Give a written pretest in knowledge of social security program.
	Invite social security officer to explain benefits.	
The Social Security Act provides for three types of services: Old Age Survivors Disability Insurance Public Assistance and Children's Services Unemployment Insurance	Show film, "Sam'l and Social Security," Social Security Administration.	Summarize and use as a basis for units.
	Survey families to obtain ways social security is meeting needs of community.	
	Students who work may relate their experiences with getting on OASDI.	
	Examine social security cards. Note effect of social security on take-home pay.	
	Investigate conditions of living in the 1930's for an understanding of that period: 1. Interview older citizens. 2. Search in library for magazines and newspapers of that decade. 3. Invite a retired farmer or older banker to tell of this period.	
	Read sources of information or invite the social security representative in your region to discuss the motives and the history of the Social Security Act.	
	Use film, "Before the Day," from Social Security Administration.	
	From current newspapers, magazines, TV programs, and social studies teachers, learn what conditions beyond one's control may today be affecting many people adversely.	
	Comprehension	
	Students whose families may be receiving benefits relate experiences. Discuss application for social security number.	
	Panel of students discuss results of survey.	
	Write a short paper summarizing your conclusions on, "Does OASDI Make People Less Ambitious and More Dependent on Outside Help?"	Short paper on OASDI.
	Class groups study the three types of social security and report to class on the provision in each.	
	Figure OASDI insurance cost on a number of salaries to note effect on take-home pay.	
	Do some research on W.P.A. (Work Progress Administration), on N.Y.A. (National Youth Administration), to find the purposes and reasons for each.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Sometimes one hears of persons who object to the compulsory payroll deduction. Discuss: 1. Why do you think they hold this opinion? 2. Would there be a better way to provide minimum security in retirement? 3. Where in our Constitution is provision made for such legislation as the Social Security Act? Class summarize findings.	
	Application	
Costs of social security benefits to the family depends on graduated 5 per cent of salary scale levied according to legislative action.	Students role-play situations in which individuals receive social security benefits.	
	Students make application for social security number.	
	Students figure social security deduction from hypothetical income — to note effect on take-home pay.	

Concept 5): Influence of car expenses.

Objective 5): Influence of car expenses on the allocation of income for other family expenditures.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
	Read in text and current publications about costs of buying and operating a car.	Pretest on what to consider when purchasing a car.
	Invite a banker to talk on financing a car.	
	Invite a local car dealer to class to give buying tips for prospective car owners.	Pretest.
	Survey parents to find amount of money spent on car.	
	Bring advertisements for cars.	
	Comprehension	
Wise shopping saves car dollars.	List and discuss information related by car dealer.	
	Buzz groups discuss arguments for and against buying a used car.	
	Panels of students discuss costs not included in advertised price.	
	Discuss amount of money people spend on car expenses.	
	Role-playing — Divide into groups and act out the following situations: 1. The dealer demands a down payment before allowing you to road test the car. 2. A prospective buyer must choose between an older car that has had good care and a newer car which shows signs of abuse. 3. A girl buys a car and finds compulsory costs added that she didn't plan on.	
	Discuss role-playing situations: How does each person feel?	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	What are some possible solutions other than those suggested? How do you decide what is the best solution?	
	Application	
Car costs include such things as fixed expenses and operating costs.	Project — Students price a car of their choice. Find out: 1. Amount of down payment 2. Choose a financing agent 3. Calculate finance charges 4. Figure amount of monthly payments 5. Estimate depreciation and taxes 6. Estimate driving costs	
	Student bulletin board on costs of operating and owning the school car.	Prepare a paper showing what it costs to own and drive family car.
	Analysis	
	Analyze car project: 1. Find out what various credit institutions would charge to finance the same car. 2. Advantages and disadvantages of paying cash.	
	Analyze a young married couple's yearly car expense record book.	
	Synthesis	
The ability to keep fixed expenses and operating costs low may result in reduced car costs and thus leave more money for the other family expenditures.	Develop for school newspaper an informative article relating the idea of the teen-ager's use of the family car in dollars and cents.	Write article on teen-agers' use of family car.
	Make posters showing how people throw away car dollars.	
	Determine what portion of income should be spent on a car.	
	Develop a set of criteria to be followed when purchasing a car.	
	Evaluation	
	Make judgments on family's allocation of income spent on the car.	Write a paper using previously discussed criteria about the car of a friend, relative, parent, or neighbor.

Concept 6): Use of income for education and recreation.

Objective 6): Appraisal of the use of income for education and recreation in relation to different family situations.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Recreation costs include those expenditures stemming from leisure activities.	Define education and recreation. List probable educational and recreational expenses of a family.	List of expenses.
Education costs include those expenditures connected with	Read current articles about cost of college and other training programs, also predictions for the future.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
an effort to increase competence in some phase of living.	Read about education insurance, scholarships, fellowships, and loans for college students.	Information brought to class.
	Check the cost for adult education courses offered in local communities.	
	Find the cost of education at several private elementary and high schools.	
	Check the cost of nursery schools in local communities.	
	List various recreational opportunities in the community and the cost of each.	Lists and accuracy of costs.
	Read advertisements for vacations, trips and other recreational opportunities. Bring advertisements to class.	Ads brought to class.
	Keep a record of your family's education and recreation costs for a week or a month.	Family expense record.
	Invite resource person to discuss an aspect of education or recreation as it pertains to the budget: 1. Summer education program director 2. Summer recreation program director 3. Member of state college board 4. Knowledgeable member of school board 5. School guidance counselor	
	Comprehension	
Recreation and relaxation activities are important to a family's mental, physical, and emotional growth.	Compare fun, recreation, and leisure.	Discussion of meanings.
	Compare school and education.	
	Prepare bulletin board showing types of recreation or types of education available.	
	Discuss "All work and no play makes Jack a dull boy."	Class discussion.
	In buzz groups, compare own family's recreation and education expenses with others in the class.	Buzz group discussion or group reports to class.
	Discuss the role of values in these expenditures.	
	Contrast costs of college or specialized training at several types of institutions.	Class discussion.
	Have a panel or symposium, students or parents, discuss the cost of education at a public high school, nearby private schools, and schools for handicapped or other special needs.	Material presented; questions asked by students.
	Discuss the advantages and disadvantages of a family "college fund."	Class discussion.
	Compare present costs of higher education with costs when parents and grandparents were of post-high school age.	
	Compare recreational and educational needs in various stages of the family life cycle.	Class discussion.
	Prepare list of training centers available in area.	
	Discuss how families develop family relationships through leisure-time activities.	
	Make a survey to find out: 1. What families do with their spare time.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	2. How much time spent on recreation and hobbies. 3. Amount of money spent on leisure-time activities.	
	List leisure-time activities which family members may share.	
	Application	
The family life cycle helps to determine how the recreation and education budget is spent.	List ways in which desires of the families would be similar, dissimilar, or opposite: Newlyweds, family with small children, family with teen-age children, couple without children, grandparents, single person.	Lists and class discussion.
	Given specific family situations, composition, age, and goals; determine percentages of income which could be used for recreation and education.	Class discussion or paragraph.
	Given a particular situation, composition of family, income, time, interests; plan a vacation. Report plans to class.	Written or oral report.
Values contribute to decisions regarding recreation and education.	Role-play family making plans for the family's vacation.	Role-playing.
	Prepare a personal budget for recreation and education for the next month or year. After listing probable expenditures, compare with other class members. Discuss the role of values in the plans for expenditures.	Personal budget and justification.
	Analysis	
	Find education expenses which might also be considered recreation expenses.	
	Compare the cost of public and private elementary and high school and try to find what accounts for the difference in cost to the individual.	Class discussion or written assignment.
With increased income, a greater percentage of total income may be used for education and recreation.	Examine various budgets for what may determine different percentages of income being spent for recreation and education.	Class discussion.
	Analyze case studies and budget plans for families with different composition and income.	Class discussion or paper.
	Write a paragraph expressing your interpretation of one of the following or other similar topics: 1. Budget for Skiing Lessons — Minimize Medical Expenses 2. This Education Is Recreation 3. This Recreation Is Education 4. Learn Now — Pay Later 5. The Family Who Plays Together Stays Together	Paragraphs.
	Compare interpretations in buzz groups or class discussion.	Class reactions to papers.
	Compare the use of mass media for education and for recreation.	
	Compare "ideal" recreational expenditures of various members of the family.	
	Synthesis	
Family income and values will affect expenditures for recreation and education.	Develop a set of guidelines to help in planning education expenditures, using buzz groups, class discussion, or individual thinking.	List of guidelines.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Develop a set of guidelines to help in planning recreation expenditures, using buzz groups, class discussion, or individual thinking.	List of guidelines.
	Prepare budgets for hypothetical college students who have different incomes. Compare with budget of single working girl, married girl, or high school girl.	Planned budgets and discussion.
	Brainstorm inexpensive types of recreation for persons of various ages and interests.	Lists or discussion of ideas.
	Brainstorm types of recreation which could be profitable.	
	Set up hypothetical families. Plan a vacation for each.	Vacation plans.
	Evaluation	
	Screen ideas from brainstorming sessions and write a short essay on the advantages and disadvantages of using a selected form of recreation.	Essay.
	Evaluate magazines as to educational and recreational value.	Class discussion.
	Judge prepared recreation and education budgets according to criteria developed.	Class discussion or individual judgments.

Concept 7): Importance of consumer responsibilities.

Objective 7): Application of consumer responsibilities when purchasing goods and services.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Comprehension	
The ability to accept consumer responsibilities involves meeting personal needs and wants, respecting the rights of other consumers, establishing satisfactory relationship with the business community, and contributing to the growth of the overall community.	List and discuss consumer rights and responsibilities.	Class discussion.
	Discuss the responsibility the consumer assumes in exercising his freedom of choice in buying a particular item.	Written paper.
	Describe our economic system and your part in it as producer and as a consumer.	Panel discussion.
	List five responsibilities of the consumer to the business organization.	Pretest.
	List the services provided by local, state, and federal governments through tax dollars.	Class discussion.
	Trace the buying and selling of goods and services over the past fifty years and point up major changes.	Research paper.
	Investigate and explain how laws serve and protect the consumer. Give examples to show how you can protect your own interests as a consumer.	Panel discussion.
	Illustrate several ways in which you can demonstrate respect for the rights of other consumers and of business organizations.	Written report.
	Explain how your consumer decisions affect the success or failure of business.	Class discussion.
	Explain how cooperation and open communication between consumers and business can benefit both.	Written test.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
It is a consumer's responsibility to evaluate and use advertising wisely.	Groups report on current economic issues related to advertising, government regulations, prices, taxes, tariffs, unions.	Research or work groups.
	Investigate and discuss advertising for food and clothing items in various mediums, newspapers, radio, TV.	Class discussion of appeals, ethical status, cost to consumer.
	Discuss how a responsible consumer citizen would handle the following:	
	a. Discovery he has received 50¢ too much change.	Class discussion of good and poor solutions to these situations.
	b. Finding a flaw in a suit he has purchased.	
	c. Paid a $35 repair bill on a TV set and found it was not properly repaired.	
	d. Received unordered merchandise in the mail.	
	e. Discovering that a product does not meet advertising claims.	
	Application	
Freedom of choice in buying goods implies certain responsibilities.	Small groups study and report on the following federal legislation and its importance to the consumer.	
	a. Sherman Anti-Trust Act	Group reports.
	b. Federal Trade Commission Act	
	c. Miller-Tydings Act	
	d. Robinson-Patman Act	
	e. Clayton Act	
	f. Food-Drug Acts	
	Write a report on various business organizations, private associations, and government departments that protect the consumer. How do they help the consumer fulfill his responsibilities? Set up a code of ethics.	Written report.
	Plan a group presentation with each person representing a specific occupation — farmer, factory worker, salesman, teacher, banker, professional man — to explain the importance of his occupation in the overall economy.	Group report.

Concept 3: Influence of a plan for spending family resources.

Objective 3: Development of a plan for spending family resources.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
A budget is the balance of income and output.	Define and learn the definitions of the following terms: Money income, real income, gross pay, allowance, net pay, irregular income, expenditure, balance sheet.	
	List all sources of regular and irregular income for the family.	
	List all expenses and all income for a month.	
Effective family financial plans are meaningful to all family members.	View the film, "Your Family Budget," Coronet.	
	List the major principles found in this film.	
	List the short-term and long-term goals of each family member.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Financial management includes the amount of income and output.	Define and learn the definitions of fixed expenses and flexible expenses.	Include in test on definitions.
	List the fixed and flexible expenses for the family.	
	Filmstrips, "Marriage and Money" and "Directing Your Dollars," Institute of Life Insurance.	
	Explore resource materials — books, pamphlets, and magazines — to determine types of resources available to the family.	
	Have a married person(s) with a job outside the home talk on money management.	Discussion of the talk.
	Have a mother(s) of young children talk on money management.	
	Have a professional person(s) or couple(s) speak on their experiences in devising money plans for their family.	
	Explore comic strips, cartoons, or TV programs to determine how families allocate their family resources.	Debate: Teen-agers who work outside the home should contribute to the family income.
	Take a field trip to a family service to have a person talk on revising money plans for a family.	Debate: Teen-agers should be paid for doing tasks at home.
	Comprehension	
Family members have different roles in balancing the budget.	Tell in your own words the role of different family members in balancing the budget.	
Family members appreciate the relationship between long-term goals and satisfactions and short-term goals and satisfactions.	Explain the relationship between family members in obtaining long-term and short-term goals.	Role-playing drama with class members representing the different family members in obtaining long-term and short-term goals.
	Explain the relationship between family members for choices made with family money.	
Each family member has a responsibility for choices made with family money.	Summarize the principles of simple accounting.	
	Explain the relationship between fixed and flexible expenses to income.	
	Report on findings in resource materials as to principles involved in devising a money plan for the family.	List factors which influence the division of family income.
	Discuss the topic with professional persons.	
	Discuss the topic with married person(s) or couple(s).	
	Report on findings in comic strips, cartoons, or TV about their significance on this topic.	
	Application	
Attitudes toward spending are dependent upon one's values, past experiences, and feelings about money.	Apply the principles of money management in setting up a tentative family financial plan by balancing income with fixed and flexible expenses.	
The use of accounting principles in budget planning is influenced by their acceptance by family members.	Apply the principles of money management in setting up a tentative plan by using simple accounting principles to set up the family budget.	Using the family figures for expenses and income, set up trial balance sheet.
	Role-play situations that require allocating money or problems involved in money management.	
	Prepare a skit on a typical situation arising in a family over money problems and portray outcomes.	Determine what it would cost your family if each member

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Dramatize the following methods of handling the family money: The common purse Allowance council The family council	should be paid for all tasks performed.
	Analysis	
A budget, if planned to meet the family interests and needs, may result in gratifying outcomes experienced from using money, goods, and services.	Using resource materials analyze them for the factors that are relevant in devising a money plan. Class members tabulate information they collected and draw implications from material collected from interviews.	Using information gathered, make financial plans for a young couple on various levels. Select one household form on display which will most nearly suit your family.
A simple financial plan that is acceptable to all family members provides a balance between income received and expenses incurred for the attainment of short-term and long-term goals.	Following a brainstorming session on kinds of money problems in a family, have the group screen, edit, and classify the ideas. Analyze role-play situations that require allocations of money and determine how this situation might be handled. Analyze skit as to the situation that required allocation of money and how the outcome was portrayed.	
	Analyze family financial plan for: a. Simplicity b. Balance between income and expenses c. Sufficiency in meeting individual wants and/or needs d. Sufficiency in meeting short-term and long-term goals	Write a paper answering these questions, "What individual and family values and attitudes are expressed in the family financial plan? What relationships between individual and family needs and their values are evident?"
	Analyze the use of family credit and its cost to aid an unbalanced budget.	Group discussion.
	Analyze sources of increasing family income.	
	Synthesis — Evaluation	
	Devise a set of criteria for establishing a money plan for a family. Plan a budget for one month for a family of four: Mother, father, Jane (age 4), Jim (age 17). Net family income is: Salary, $520 a month; dividends, $117.50 a month. After planning a budget judge its effectiveness by the criteria discussed in class. Then develop a set of criteria that will balance the budget more successfully in succeeding months. Develop a new tentative budget which more nearly meets certain family needs.	Keep an account of the family expenditures for one month as a home experience. Make a plan for budgeting your family's income.

V. Major Concept: Responsibilities of parenthood.

Broad Objective V: Appraisal of the responsibilities of parenthood.

Broad Generalization: In all known societies there is a recognized family unit that assumes the functions of childbearing, child rearing, regulation of interpersonal relations, and economic support.

Concept A: Influence of education in human development.

Objective A: Judgment of the effect of education in human development on the emotional wellbeing of the family.

Generalization: Facts about the beginning of life may lead to improvement in the understanding of the development of family members.

Concept 1: Process of conception.

Objective 1: Application of the understanding of adjustments necessary with the coming of a child.

Concept 1a: Terms of human reproduction.

Objective 1a: Comprehension of terms dealing with human reproduction.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Conception is the union of male and female cells.	Read references on the purposes of reproductive system and fertilization.	
	Study charts showing parts of reproductive system.	
	Define and spell terms connected with reproduction.	Quiz on definitions and spelling.
	Question and answer session on fertilization.	
	Show film on human reproduction — "The Months Before Birth," University of Indiana, Audio-Visual Center, Bloomington (series of 8 films) or "From Generation to Generation," McGraw-Hill or Audio-Visual Ext., Minnesota Department of Health.	
	Make a question box and use throughout unit.	
	Comprehension	
	Discuss purposes of parts of reproduction system.	Participation in discussion.
	Explain the process of fertilization.	

Concept 1b: Effect of husband-wife relationships.

Objective 1b: Deliberate examination of a variety of effects of the beginning of a new life on husband and wife relationships.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge — Awareness	
An addition to the family changes husband-wife relationships.	Invite a young mother to class and have her tell about changes in both her husband's and her roles after the baby came.	
	Read references on the mental, emotional, and physical effects of the new arrival on the parents.	
	Girls interview young mothers and report to class.	
	Comprehension — Interest	
	Discuss arguments for and against starting a family soon after marriage.	
	Discuss the information related by young mothers.	
	Discuss other adjustments necessary following an addition to the family.	Determine interest of students.
	Discuss benefits that result from planning for the baby.	
	List characteristics important for parents to possess.	
	List ways in which children give satisfaction and pleasure to families.	
	Discuss environmental factors that influence the development of children.	
	Panel of parents to discuss how the family helps provide a good environment for its children.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Application — Valuing	
Adjustment in marriage is related to understanding of human reproduction system.	Buzz groups on the need for both parents to want the coming baby and to recognize their responsibilities for its care.	Report the results to class. Be aware of values entering the picture. Assign scores.
	Written outline of the changes on the daily life of a family that would be necessary if there were to be a new baby.	
	Dramatize ways of preparing other children in the family for a new baby.	
	Analysis	
Beginning a new life in a family will have an effect upon husband and wife relationships.	Analyze incidents found in fiction or movies which show how families prepare for the coming of a baby.	
	Determine what a couple should know and do to be adequately prepared for parenthood.	

Concept 2: Characteristics of pregnancy.

Objective 2: Analysis of the effects of pregnancy on the feelings of the mother-to-be.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Women have different feelings about pregnancy.	References on pregnancy. Interview mothers you know about their feelings toward pregnancy and what they know about it.	Reports.
	Check research findings on feelings of mothers toward pregnancy.	
	Talk by school nurse.	
	Comprehension	
	Girls work in committees to make up list of the results of the interviews.	
	Report on fallicies of "old wives' tales."	
	Application	
The atttiude a woman has toward pregnancy depends on the knowledge and emotions she has about it.	Have class give examples of stories and myths they have heard about pregnancy and how it affected their feelings.	
	Analysis	
Foreseeing and preparing for demands the baby will make may improve the mother's attitude.	Discuss and relate the results of the interviews.	
	Find scientific information that dispels superstitions and myths about pregnancy. Analyze how this might help improve attitudes toward children.	Written reports.

Concept 3: Importance of prenatal care of the mother.

Objective 3: Appraisal of the prenatal care needs of the expectant mother.

Concept 3a: Diets for nutritional well-being.

Objective 3a: Evaluation of diets for nutritional well-being of mother and child during pregnancy.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Diet is a part of prenatal care.	Review the purposes of nutritional elements.	**Pretest on purposes of nutritional elements.**
	Read references on the nutritional needs of the expectant mother.	
	Investigate clinics or classes that are available for prospective parents.	
	Film: "Prenatal Care," University of Minnesota.	
	Comprehension	
	Give examples of nutritional elements and needs.	**Quiz on elements necessary for diet.**
	Discuss why nutritional supplements may be necessary.	
	Compare diets of expectant mothers with a normal diet. Discuss weight-gain problem.	
	Prepare a graph showing amounts of nutritional elements needed.	
	Discuss the importance of supervision by a doctor during pregnancy.	
	Discuss exercises which might be suggested by the doctor.	
	Application	
The physical well-being of mother and child during pregnancy depends partly on the food eaten.	Make a list of foods that would fulfill specific nutritional needs.	
	Investigate places and people from which the expectant mother could get help with diet.	
	Develop diets for controlling weight gain in pregnancy.	
	Take present diet and supplement to make it appropriate for expectant mother.	
	Analysis	
Regulation of food intake by the expectant mother determines a normal pregnancy and may decrease the possibility of complications.	Study menus and identify the nutritional elements in them.	
	Search for information that relates specific elements to complications in pregnancy.	**Reports to class.**
	Synthesis	
	From a list of foods the student likes, have her make up a diet for a week for an expectant mother.	**Score diet plan.**
	Evaluation	
	Pass out copies of diet patterns. Judge suitability for expectant mother.	**Evaluation of diet patterns.**

Concept 3b: Body changes in relation to development of the fetus.

Objective 3b: Analysis of the stages in the development of the fetus and changes in the mother's body.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The fetus has a sequential pattern of development.	Study pictures of fetus at various stages of development.	**Identify stages from pictures.**
	Study characteristics of fetus at each stage.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Learn changes that take place in mother's body.	
	Arrange a display on heredity. Suggested titles: "Eyes Are upon You," "The Family Tree."	
	Name some features you have that resemble either of your parents.	
	Film, "Biography of the Unborn," University of Minnesota, or "Heredity and Prenatal Development," University of Minnesota.	
	Comprehension	
	Discuss the sequential pattern of development. Give examples.	
	Discuss characteristics that are inherited and those that are not.	
	Discuss effects of social disease on babies.	
	Discuss characteristics of maternity clothing, importance of line and design, comfort.	
	Discuss discomforts that may occur during pregnancy, why they occur, and what may be done to make the mother more comfortable.	
	Discuss why a cheerful outlook is invaluable during pregnancy.	
	Discuss importance of regular medical care during pregnancy.	
	Discuss: What children do I influence and how?	
	Application	
Changes in the mother's body are related to the development of the fetus.	Each student take one system of fetus such as digestive system and explain its development to class.	Report to class.
	Discuss the changes in the mother's body and apply them to the pattern of baby's development.	
	Select an attractive wardrobe for the expectant mother on a limited budget.	
	Analysis	
Facts about the development of the fetus may help a mother to improve prenatal care at each stage.	Look at an exhibit of maternity clothes and analyze what changes in the mother's body cause them to be made the way they are.	Score analyses.
	Write a paper relating the development of the fetus and the changes in the mother's body to the care she will take during various stages of pregnancy.	Written paper.

Concept 4: Processes of labor and birth.

Objective 4: Organization of ideas relating to natural childbirth.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Childbirth is a natural process.	Film, "Labor and Childbirth," University of Minnesota.	
	Have a doctor or nurse visit the class and explain birth. Read and identify the stages of labor and characteristics of the birth process.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Have a class member report on natural childbirth. Read information on exercise and breathing for natural childbirth.	
	Comprehension	
	Write a summary about meaning of natural childbirth.	Grade summary.
	Discuss the pros and cons of childbirth with or without anesthetic.	
	Application	
Mental and physical preparation for cooperation in birth depends on education, exercise, and training.	Discuss the effect natural childbirth would have on a mother's attitude toward labor and birth.	
	Analysis	
Relaxing and working in harmony with the forces that bring a baby into the world may lessen childbirth pain.	Discuss the factors that will help a mother lessen childbirth discomfort.	
	Synthesis	
	Research and write a paper on what a mother would need to do in education, exercise and training to take part in natural childbirth.	Research paper.

Concept B: Developmental characteristics of the infancy period.

Objective B: Comparison of the developmental characteristics of the infancy period in the growth and development of an individual.

Generalization: Certain critical periods seem to occur throughout the life span of the individual during which his development is particularly sensitive to environmental influences.

Concept 1: Development of self.

Objective 1: Appraisal of the factors contributing to emotional maturity.

Concept 1a: Effect of the emotional climate in the home.

Objective 1a: Identification of a healthy emotional climate in the home.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
In the first year of life everything a baby experiences stimulates his thoughts and feelings.	Read references on emotional needs of infants and children.	Define terms found in readings and in film.
	Film: "Life with Baby," Minnesota Department of Health or University of Minnesota.	
	View film on children's emotions: "Feelings of Hostility," or "Feeling of Rejection," Minnesota Department of Health.	
	Listen to tape, "Emotional Stability," Audio-Visual Extension, University of Minnesota.	
	Film: "Meeting Emotional Needs in Childhood," Minnesota Department of Health.	
	Comprehension	
	List and discuss characteristics that comprise a healthy emotional environment in a home.	
	List and discuss the emotional needs of infants and young children.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Cite factors that might retard normal emotional growth of infants.	
	Have a report given on the importance of the mother-child relationship.	
	Discuss ways in which habits are formed and the responsibilities of individual family members in helping them form these habits.	
	Application	
The way a baby develops emotionally depends on his environment and the people around him.	Observe a young child whose parents you know for ways in which he displays his feelings toward his environment and his family.	
	Debate: "The baby should be handled only to give him needed care."	
	Analysis	
With age, a baby will gradually learn to understand, control, and live more comfortably with his emotions.	Write a report to explain your observations. Underline any basic emotions expressed and list the reasons, if observed, for the baby's feelings.	Evaluate written report to determine comprehension of environmental factors in role of shaping emotional development.

Concept 1b: Expression of emotions.

Objective 1b: Interpretation of the various emotional expressions of the child.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Before a baby can articulate well, he can express his emotions.	Define: Emotion, fear, anger, discipline, humor.	
	Study emotional development of the infant.	
	Film, "Children's Emotions," Minnesota Department of Health.	
	Comprehension	
	List and discuss the many things a child must master before the age of two, including physical and mental development.	
	List the various ways or write a paper on how a baby or young child can express his feelings or wishes verbally or behaviorally.	
	Discuss how the young child imitates the emotional expression of his parents and family.	
	Compare the emotional expressions of the infant and adult to the same emotional stimuli: Fear, frustration, happiness, hunger, curiosity, affection, loneliness.	
	Discuss sources of help which may be obtained for special problems.	
	Trace your own emotional history. What circumstances produced maturity or prevented it?	
	Application	
Babies feel more strongly and have feelings more changeable than those of adults.	Plan procedures that will suggest how a parent or parent substitute can help an infant express his emotions appropriately. Work in small groups to get a variety of solutions and views.	Response evaluation: What level of success should we expect of an infant, a one-year-old, a two-year-old, in controlling his feelings?

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Use pantomime or role-playing to demonstrate to the class the effective handling of an emotional situation.	Evaluate for clear statement and solution to situation.
	Keep a record for several days of your own feelings of anger. What caused them? What did you do in each case?	
	Analysis	
A baby will gradually take on the emotional climate of his environment and will react to it as he sees it and feels it.	Analyze your record of feelings of anger. What else might you have done to handle each situation?	

Concept 1c: Need for security.

Objective 1c: Identification of the effects of security in the emotional behavior of the infant and young child.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Security is the basic psychological need of the infant.	Define "security." What does it mean to you as a person?	
	Use circle discussion techniques and answer the question "Why does the infant need positive and constant assurance of security?"	
	Comprehension	
	Discuss how adults and others can give security to children.	
	Discuss the factors that cause stress and strain which will ultimately cause behavior problems.	
	List ways in which a family can show affection to small children and discuss why it is important to have love and understanding.	
	Application	
Avoidance of parental controversy and strain is desirable if the child's security is not to be threatened.	Write a report stating your beliefs about the following statement: Every child has a right to a healthy personality, and parents ought to safeguard that right by knowing how to guide mental and emotional growth and maturity.	Evaluate to determine acceptance of responsibilities.
	Analysis	
A child will develop normal emotions if he is accepted, loved and feels secure.	Write a statement of your position in the argument regarding whether a child should be reared by its own mother and father when the parents are emotionally unsound.	Evaluate to recognize good analysis and judgment.
	Give reasons to support your decision.	

Concept 2: Importance of the physical care of the infant.

Objective 2: Appraisal of the relationship between physical care and the physical and mental health of the infant.

Concept 2a: Contribution of sleep.

Objective 2a: Evaluation of the contributions of conditions for sleep to the well-being of the infant.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Healthful sleep is rest under favorable conditions from most physical and mental activity.	Definition of sleep. Study references for findings on conditions and equipment that are necessary or favorable for healthful sleep.	
	List basic conditions needed for falling and remaining asleep until rested.	Quiz to determine knowledge of facts and principles.
	Film, "Baby's Day at 12 Weeks," Audio-Visual Service, University of Minnesota, or "Your Children's Sleep," Encyclopaedia Britannica Films.	
	Have mothers of young children come to class and discuss changes that take place from infancy to early childhood in pattern and habits of sleep, space, and equipment needed.	
	Comprehension	
	Discuss effect of sleep on the body. Why do some children need more or less sleep than others? Observe or recall from experiences with young children: A child when tired, when aroused before rest period is completed, and when rested.	
	Describe behavior of child in each situation.	
	Discuss the effects of sending a child to bed for punishment.	
	Using a bulletin board with a picture of a sleeping child and two areas labeled with a positive and a negative term, have students select pictures representing conditions of environment for the proper category.	
	Identify common elements and general classifications illustrated by pictures placed in each category. State conclusions about factors which contribute to healthful sleep and those which do not.	Evaluation of comprehension according to ease with which student can draw conclusions.
	Application	
The requirements of sleep in time and conditions are altered as the child develops.	Students prepare and present skits on situations involving establishment or adjustment of child's sleep pattern.	
	From knowledge gained of effects of sleep on the body and the body's need for it, predict effects of further development — later childhood, adolescence, and adulthood — on the body's need for sleep.	Evaluate the predicted effect in terms of likelihood of being the result of solution to the situation.
	Analysis	
Healthful conditions for sleep contribute to the well-being of the child.	Using word descriptions, pictures, or actual examples of items of equipment, such as mattresses, pillows, identify the relationship between the characteristics of each item and the conclusions made concerning conditions for sleep.	Objective or subjective test of similar nature.
	Analyze the favorable and unfavorable conditions for sleep.	
	Identify the effects on the physical and emotional well-being of the child.	
	Synthesis	
	Describe the environment for sleep that you would like to create for your children.	Observe presence of values in statements made.
	Devise a plan for creating the proper environment.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Evaluation	
	Judge the value of the planned environment for sleep in terms of its effect on the well-being of the child.	

Concept 2b: Fuel for growth.

Objective 2b: Application of criteria for meeting the food needs of the infant in relation to his physical and mental development.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge — Awareness	
A balanced diet is one in which nutrients are in proportion to body needs.	Bulletin board of pictures of children in varying states of health with diets for each.	
	Review Basic 4.	
	Review basic functions food serves in the body.	
	Read references on food needs of the infant.	
	Examine baby food section of a grocery store to become familiar with foods available.	
	View filmstrips on care and feeding of infants. (Several are available from H. J. Heinz Company.)	
	Comprehension — Interest	
	Have a day's menu written on chalkboard. Have students translate foods into nutrients for which they are major sources. Discuss functions they serve.	Similar technique in written form.
	Students identify through discussion nutrients and their relationship to functions. What supplements are usually needed during infancy and childhood?	Test for knowledge of terms, functions, and Basic 4.
	Discuss findings from reading as to foods in each of Basic 4 groups, the nutrients they provide and functions they serve.	
	Discuss importance of having balanced diet by having students state predictions of effects on physical development of complete lack or inadequate amounts of foods from each group.	Evaluation of comprehension through statements made.
	Application — Valuing	
As a child's age increases, his intake of food changes in form, variety, and amount.	Following a description with adequate detail of activity and development of an infant, have students relate the various activities and developments to the functions of foods and the foods and nutrients that will provide for them.	
	Using similar descriptions of succeeding periods of childhood, have students apply knowledge of ways in which food meets developmental needs to the various changes taking place.	Evaluate written statements.
	Discuss the effect of changing nutritional requirements and physical development on the feeding of children.	
	Ask mothers to relate experiences of introducing new foods into a child's diet.	
	Plan a day's food for a child at a specific stage of development. Give reasons.	Evaluate application of principles.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Analysis — Conceptualization	
The way in which a child's food needs are met can influence his physical and mental development.	Assign students, according to availability of situations, to observe mothers feeding their infants and young children and record types and amounts of food, method of feeding, general health, actions and reactions of the child. Observe more than once, if possible. Students report observations in sequence of age observed.	Evaluate reports made by individual students on observations.
	Discuss importance of habit training using tape recording, "Basic Habit Training," Audio-Visual Ext. Service, University of Minnesota.	
	Films showing how satisfying physical needs helps to fulfill emotional needs, such as "Families First," University of Minnesota. Discussion of this relationship following film.	
	Discuss ways in which values are revealed by parents through the feeding of children.	
	Re-examine bulletin board and analyze diet and apparent physical condition of child. Select examples of physical health they would most like their children to have. Compare diets to those planned.	Be alert to identification of values.
	Synthesis	
	Using observations, experiences and class learnings, devise a plan for feeding a child at a particular stage of development considering both physical and emotional needs. With a given value relating to children, propose a pattern of feeding a child that someone holding that value might follow.	
	Evaluation — Organization	
	Apply criteria of physical and emotional needs to plan developed and judge its value.	Evaluation of results in written form.
	Evaluate patterns of feeding children as they relate to values held.	

Concept 2c: Clothing needs of infants and small children. (Additional information may be obtained from Curriculum Bulletin No. 12C—Resource Units in Clothing and Textiles.)

Objective 2c: Evaluation of garments in relation to the physical and emotional satisfaction of the infant.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge and Awareness	
An infant is clothed for comfort, protection, and attractiveness.	List basic types and qualities of garments that will satisfy the basic clothing needs of the infant.	
	Read pamphlets and reference books for information about types of garments needed at each developmental level.	
	View film, "Clothing for Children," Coronet or University of Minnesota.	
	Have students visit an infant clothing department in a store near them to become familiar with garments for various ages and sizes of children.	
	Comprehension and Interest	
	Discuss physical and social environment in area in	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	which pupils live, determine how clothing needs are established.	
	Using opaque projector, show pictures of children in various garments. Students describe ways in which garments satisfy clothing needs.	
	Discuss effect of clothing worn by children as to behavior pattern and sex-role expectations.	
	Film showing children in various activities — having sound off.	Evaluate responses made in discussion.
	Discuss functions clothing serves in the activities shown.	
	Students make a chart of garments needed at various developmental levels using information gained from reference reading.	Evaluate comprehension in results obtained.
	Report reactions and findings from visit to infant clothing department.	Evaluate interest shown by manner of relating findings.
	Report on care of infant clothing.	
	Application — Valuing	
The extent to which clothing meets its requirements depends on materials used and construction of the garments.	From film on children's activities, observe style, evident construction features, and materials used and discuss relationship to functions clothing is serving in the activity shown.	
	Examine garments. Apply knowledge of clothing needs in comparing fabrics, predict wearability of garment for use intended.	Similar situation set up in either objective or subjective evaluation device.
	In the same manner, patterns and fabrics can be examined for possible selection in the making of children's clothing.	
	Describe situations involving need to select items of children's clothing. Students make choices from pictures with descriptions or actual garments and give reasons for their choices.	Evaluate oral or written responses.
	Analysis—Conceptualization	
Careful selection of clothing can bring about satisfaction of physical and emotional needs of the infant.	Give groups of students pairs of garments of the same type but with varying qualities and characteristics. Students analyze the garments to identify the features that should make a garment satisfactory or unsatisfactory for use. Report results.	Evaluate ability to analyze garments and make choices from oral responses.
The number as well as the type of garments depends a great deal upon the resources and preferences of parents.	Assign each student a type of garment for a specific age. Examine at least two examples either in a store or from the wardrobe of young children in family, according to availability. Compare qualities of each.	Evaluate level of understanding attained from written comparison or oral presentation.
The amount and type of clothing which the infant will need will be determined to some extent by the time of year, general climatic conditions, warmth of the child's room, and condition of the infant.	Have students observe and relate to class emotional effects of selected garments. Those without younger siblings might interview a mother on the subject.	Be alert to presence of values in contributions made to discussion.
	Discuss value of considering child's reactions when selecting clothing.	
	Synthesis	
	Through class discussion, develop criteria for selection of infant and children's clothing to meet physical and emotional needs.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Plan a wardrobe for a child of a given age. Use catalog to find prices.	
	Evaluation — Organization	
	Evaluate wardrobe planned using criteria developed.	
	Evaluate selections made for a child's wardrobe from catalog clippings selected by teacher.	May be used as a subjective evaluation device.

Concept C: Needs of the individual during early childhood.

Objective C: Comparison of the developmental characteristics and needs of the individual during childhood.

Generalization: Childhood is one of the most formative stages in the development of the individual. Optimal growth and maturation will take place when adequate and appropriate stimulation is available at each critical period.

Concept 1: Uniqueness of the individual.

Objective 1: Appraisal of the uniqueness of individuals.

Concept 1a: Personality development of the child.

Objective 1a: Evaluation of the effect of the family upon the personality development of the child.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Each individual has a unique personality.	Define: Personality, conscience, conscious and unconscious, psychological environment.	Quiz on terms.
	Read about the development of personality and the basic needs of a child.	
	View films such as "Angry Boy," University of Minnesota and "Family Circles," University of Minnesota.	
	Comprehension	
	Discuss ways in which the understanding of human behavior provides a basis for understanding the personality development of a child.	
	Discuss the responsibility of parents in helping children meet their basic needs of growth and development.	
	Discuss the effect of the conscious and unconscious mental activity on one's personality.	
	Discuss the role of conscience upon the development of a child's personality.	
	Discuss the effect of relationships within the family on the personality development of the child.	
	Discuss the factors that may make a child either dependent or aggressive.	
	Application	
Satisfying basic needs aids in developing a wholesome personality.	Observe behavior patterns of children and identify personality traits. What patterns need further development? What moral judgments did you see? Which patterns need curbing? What evidences of conflict did you find?	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Describe some of the "disguised" ways we go after "what we need" like the little boy who pulls the new baby brother's hair. How does it help to realize what is back of such behavior?	
	Analysis	
The love and understanding a child receives during his formative years will influence his future development.	Analyze the environmental characteristics of the individual child which contributed to his personality traits.	Interpretation of children's behavior.
	Analyze song from South Pacific, "Carefully Taught." Analyze the effect of the working mother on the personality development of the child.	
	Synthesis	
	The Browns' little girl, Mary, expects to be comforted every time she falls or receives a scratch. How might the family help Mary grow in her development?	
	Identify incidents which changed your basic habits and attitudes. What changes did you make as you came into the adolescent period of self-awareness? How difficult was it to change a habit of years?	
	What do you think you can do now to further improve your adjustment?	
	Evaluation	
	From case studies or stories in magazines, evaluate the effect of the family upon the personality development of the child in the study or story.	Written evaluation of case study.

Concept 1b: Socialization processes of the child.

Objective 1b: Comparison of the development of the child at different stages of socialization.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
There are recognizable characteristics of social growth for each level of maturity.	Define social maturity.	
	Read references to find out what the basic social characteristics and needs of this age group are.	
	Show films such as "Shyness," McGraw-Hill.	
	Study references to learn effect of various types of discipline on a child.	
	Collect cartoons from magazines or newspapers illustrating social development of the child.	
	Comprehension	
	Observe several children. Note how their differences affect the group. Compare ability to play alone or with a group.	
	Note how children function in different sizes of groups.	
	Determine how basic social needs are met.	
	Discuss film to find causes of adjustment problem.	Discussion of film.
	Discuss advantages of adult companionship.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Have a socio-drama on ways of guiding children through various social situations. Discuss procedure used.	Socio-drama.
	Report on case studies of the effect that various types of homes have on children's social development.	Reports.
	Application	
Social maturity develops from a variety of experiences, knowledge, and self-confidence.	Take some trait, such as shyness or selfishness, and try to trace it to its origin. Discuss why understanding of causes of one's own behavior helps one to be more understanding and less critical of others.	
The sense of self grows gradually and continually as the individual participates in an ever-widening environment.	Develop ways for helping to overcome such problems which one still has.	
	Plan a home experience to help some child to overcome such problems as fear and shyness.	
	Analysis	
The socialization process may help individuals learn ways of a given group so he can function within it.	Recall incidents of adjustment which occurred during some observation of children. Analyze each case and list factors responsible for satisfactory or unsatisfactory adjustment.	Written analysis.
	Analyze case studies of illustrations from fiction or films which show problems that existed in childhood and which carried over into adulthood.	
	Observe various types of discipline being used. Analyze what makes discipline effective or ineffective.	
	Synthesis	
	Formulate guides for disciplining a child.	Write a paper on "Responsibilities of parents for social development of children."
	Summarize conclusions drawn from case studies or observations.	
	Evaluation	
	Compare the characteristics of children at the different stages of social development.	

Concept 1c: Intellectual development in the growing world.

Objective 1c: Appraisal of the intellectual development of the child.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Each individual has his own inherent potentialities for intellectual development.	Read references on development of language, concept formation, memories, reasoning ability, creativity, growth of sense perception and judgment, fantasies and dreams, exceptional children, and slow learners.	
	Define: Intelligence, creativity, imagination, sense perception, imitation, rote learning.	
	Film, "Children's Fantasies," McGraw-Hill.	
	Comprehension	
	Discuss the differences in the rate of intellectual growth in children.	
	Discuss the ways in which the senses of smell, taste, hearing, and sight are developed in the child.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
Development proceeds in an orderly sequence.	**Discuss the ways in which the perception of size, shape, color, texture, weight, distance, number, and time are developed.** **Observe a nursery or kindergarten class. What provision did you see for conscious training of the senses? Other perceptions?** **Discuss provision made to help the slow learner, the gifted, the creative.** **Discuss ways in which children imitate others.** **Discuss film — "Children's Fantasies." Discuss the dangers of imagination as they relate to fantasies and dreams.** **How should imagination be cultivated? What is the effect of an imaginary companion?** **Discuss how creative action occurs.** **How can creativity be encouraged in a child?** **Discuss the pros and cons of rote memorizing.** **Discuss the growth of language facility. What basic words do children use? Why might a child be retarded in his language development? What are the causes of stuttering?** **Discuss ways in which reasoning ability may be developed in a child**	
	Application	
Intellectual development results from the interaction of the individual and his environment in relation to his inherent potentialities.	**Find children's stories that help in the development of the various perceptions. Read these to children and note their reactions. Take children on a study trip to help them widen their observation of the world around them.** **Observe children at play. Note various characteristics such as imagination, creativity, sense perception.** **Do a case study on a child. Record a conversation with a child.**	**Written summary of reaction to stories.**
	Analysis	
The environment in which a child lives has an effect upon his intellectual development.	**Analyze children's books and toys in relation to the purpose of training for the development of sense perceptions, value of the classics in relation to "watered down" versions. Analyze ways in which adults may handle imitation behavior problems.** **Analyze ways in which adults may handle children's lies which are a problem of imagination. How can you educate children to value the truth?**	
	Synthesis	
	Develop a set of criteria to check materials used to develop sense perceptions.	**Judge criteria.**
	Evaluation	
When one aspect of development is taking place at an accelerated rate, other aspects of development may seem to stay at a plateau.	**Evaluate children's play materials in relation to criteria.**	**Evaluation of materials.**
	Evaluate the "case study child" in language and reasoning development. How has his environment influenced this development?	**Case study.**

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Compare resemblances between foster or adopted children with resemblances between blood relatives living in the same home. What implications does this have for parents?	

Concept 2: Food for children.

Objective 2: Judgment of the value of food for children.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The child learns food patterns and habits by following the examples of others.	Study references to find out factors influencing food preferences of children, feeding problems, and purposes of food during this period of growth.	
	View films such as "Meal Time Can Be a Happy Time," University of Wisconsin, or "And Then Ice Cream," New York University.	
	Observe ways to help children form good eating habits.	
	Define: Forced feeding, overeating, malnutrition.	
	Comprehension	
	Arrange a bulletin board showing foods for children.	
	Discuss manner in which new foods should be introduced and the role that our emotions play in this introduction and in conveying our attitudes to the child.	
	Relate instances in which children have unintentionally been taught undersirable habits such as dislikes for certain foods.	
	Discuss ways in which food habits are formed and the responsibility of individual family members in helping to form these habits.	
	Discuss the influence of the cultural background on the development of food habits.	
	Discuss reasons why a child may have a poor appetite.	
	Discuss reasons for considering a child's likes and dislikes in food.	
	Discuss the effect of the clean-plate policy on a child.	
	Application	
Consistency and routine affect the development of food habits.	Plan menus for children of different ages. Plan and prepare the food for a children's party.	Evaluation of plans.
	Guide a child in developing desirable food habits.	
	Adapt family menus to meet needs of the preschool child.	
	Display health charts in cafeteria which will help children to choose a balanced lunch.	
	Compare the eating behaviors of several children.	
	Analysis	
The eating habits and nutritional requirements will play	Analyze the effect of parental concern on the feeding behavior of the child.	Written analysis.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
a vital role in the development of the child.	Analyze the value of serving the family together.	
	Make a list of your food likes and dislikes. Analyze each and try to discover the reason for each.	Analysis of food likes and dislikes.
	Analyze the effect of the mealtime atmosphere upon the child.	
	Synthesis	
	Develop a check list for using with a family where a child has eating difficulties.	Judge check list.
	Evaluation	
	Evaluate menus planned for children in relation to their nutritional requirements.	Evaluation of menus.
	Develop a problem situation and have students evaluate feeding problems the child encountered.	

Concept 3: Clothing for children.

Objective 3: Evaluation of the clothing needs of children. (Refer to the Generalizations and Experiences in the family clothing section of Curriculum Bulletin No. 12C—Resource Units in Clothing and Textiles.)

Concept 4: Importance of play and play materials for children.

Objective 4: Evaluation of play and play materials for children. (If not covered previously, refer to the Grade 7 or Grade 9 play and play materials section of this guide.)

Concept D: Growth patterns of the school-age child.

Objective D: Analysis of factors influencing social, emotional, and intellectual development of the child from 6-12.

Generalization: The ways in which a child handles the tasks of middle childhood will significantly affect his later behavior.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
Social, emotional, and intellectual changes take place as the individual matures.	Define role, interaction, maturity, privilege, responsibility, peers, sibling, motivation, and other terms that apply.	Quiz on terms.
	Read from reference about behavior characteristics of various ages.	
	View films: "From Ten to Twelve" "From Social Six to Noisy Nine" "Getting Along with Brothers and Sisters" — University of Minnesota.	
Family and peer interactions affect the personality development of the child.	Invite teachers, parents, or school nurse to discuss characteristics of the age levels from 6-12. Invite staff member from local mental health center to discuss importance of emotional development.	
Children in the middle childhood years have the ability to use logic and reasoning.	Interview parents as to types of problems encountered with children aged 6 to 12.	Reports about interviews.
	Read articles or stories in which children encounter problems or use reasoning.	
	Comprehension	
	Discuss films and answer relevant questions.	Discussion.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Divide class into groups and develop crossword puzzles using the words defined earlier.	Crossword puzzles.
Stress on intellectual competence is experienced by many children during this period.	Groups exchange puzzles and work them. List experiences which may contribute to development of child from 6 to 12.	Lists.
	List responsibilities of parents and of children age 6 to 12 toward each other.	Lists.
Maturation is related to finding one's place in the family and peer group.	Discuss and compare articles in which children encounter problems or use reasoning.	Class discussion.
	Prepare a bulletin board showing activities which contribute to social, emotional, intellectual, and physical growth and label each. Connect each picture to the center word MATURITY with a yarn or ribbon.	Bulletin board.
	In small groups, discuss: How manners at home affect good times in the family How may family chores be shared fairly? Should boys or girls or both care for younger children? How can family members give assistance when a brother or sister is entertaining a friend? How much and what kind of help might be given with homework?	Group discussion and reports.
Middle childhood is a critical period during which a conscience is growing at its most rapid rate.	How are a conscience and moral standards developed?	
	Application	
Socialization results from positive interaction with other persons.	Role-play several sibling relationships in relation to developmental tasks.	Role-playing.
Interpersonal relationships affect the emotional development of an individual.	Role-play or prepare skits showing ways in which parents or older siblings might help younger family members assume responsibility in the home.	Role-playing.
The intellect develops within the limits of heredity and environment.	Role-play: Mixed group of 6-year-olds Mixed group of 12-year-olds All 8-year-old boys All 12-year-old girls	Role-playing.
	Plan a birthday party for a child between 6 and 12 with activities appropriate for age and sex.	Plans and evaluation.
	Help with an activity for children — scouts, 4-H, caroling party.	Helping and evaluation.
	Analysis	
The ability to perceive one's role in relation to others increases as one matures.	Classify list of experiences which may contribute to intellectual and emotional development.	Classifications.
Many wide variations occur in families in attitudes toward education and accomplishment.	Analyze stories, articles, or case studies as to factors contributing to the manner in which problems were met or reasoning was done.	Analysis of causes and/or relationships.
	Discuss paying school-age children for household tasks with no financial reward. Compare the situations of homemaker-mother with employed mother as they affect the school-age child.	Class discussion or individual or group reports.
Close friends will exert the most direct influence on the development and behavior of a child.	In buzz groups or individually, prepare a list of sources which may influence the development of a 6- to 12-year-old.	List of sources. Judge as to accuracy and completeness.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Prepare a chart which shows physical, social, emotional, and intellectual development taking place between 6 and 12.	
	Debate: Resolved — Large families have more fun.	
	Write an autobiography including as many experiences as possible which may have affected you as a person.	Appraisal of autobiography.
	Compare: "Act Your Age" with "You're Too Big to Do That."	Class discussion.

Concept E: Agencies which provide family service.

Objective E: Appraisal of the agencies available to assist a parent in family problems.

Generalization: There are agencies with trained personnel available to assist parents with family problems thereby improving inter-family relationships.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
There are numerous causes of family problems which can be recognized.	Film: "Minnesota Welfare" from the series, Minnesota U.S.A. Features Carver County Welfare Board with staff demonstrating services available. Write Minnesota Department of Public Welfare.	
The kinds of family problems which may occur vary with the causes.	Discuss causes of family problems as depicted in the film.	Class discussion of film.
	Discuss the kinds of family problems depicted in the film.	
	Comprehension	
	From reading in references and text, discover the causes of family problems. List those on a chart labeled Cause and Kind.	List of problems.
Some of the problems families face are: 1. Divorce 2. Unsatisfactory parent-child relations 3. Family emergencies — accident, illness 4. Handicapped children 5. Problems of elderly 6. Financial insecurity 7. Alcoholism and drug addiction 8. Legal problems	Report to the class on how health and welfare agencies might attempt to solve family problems. Cite steps an agency may use in order to assist a family.	Oral reports.
	Invite a social worker to discuss his function in the welfare of families.	
Some agencies which are available to serve families: 1. County Welfare Board 2. Public Health Nursing Service 3. Association for Mental Health 4. Heart Association 5. Local Association for Crippled Children 6. Association for Retarded Children	Invite an expert to discuss services available to families.	
	Film: "The Deep Well," Minnesota Department of Public Welfare. Discuss other social agencies.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Application	
The type of family problem determines plan of action. Anticipating the types of problems which families encounter helps one to adjust to changes needed. Projection of oneself into the situation influences the readiness for handling future problems. Characteristics of individuals within the family influence ways in which a family meets its problems.	Divide into study groups. Each group select a family problem and do research on it following these steps: 1. State problem 2. Analyze causes 3. Set some goals 4. Get more knowledge and understanding 5. Be the person involved 6. Consider what to do 7. Make a plan of action 8. Check plan with goals 9. Plan the follow-up	Have chairman report to class.
	Analysis	
	Collect clippings from newspapers or magazines or tell about a movie or TV situation which depicts a family problem. As a class analyze the problem and determine what agency could assist the family.	
Personnel in agencies which have the family as their focus may assist families in improving inter-family relationships.	From problem situations set up by the teacher, have each pupil prepare a case history of a family problem including causes, developmental tasks of each family member involved, family as a whole. List resources available in family and community. Indicate those most helpful.	Case histories.
	Synthesis	
	Visit one of the following: a. Home for unwed mothers b. Speech clinic c. Day activity center d. Special class in public school e. A correctional institution Write a case report on a fictional individual receiving assistance from one of these agencies which have been visited. Make suggestions for help.	Case report.
	Evaluation	
Agencies with trained personnel are available to assist parents with family problems thereby improving inter-family relationships.	Make a directory of services for families at various stages of the family life cycle and in several areas of life in your community at the present time. Through interviews with key personnel in agencies, get information about how many families use services each year and type of services rendered.	Directory of agencies.

VI. Major Concept: Contracting families.

Broad Objective VI: Evaluation of a variety of solutions to common problems that occur during the contracting stage of the family life cycle.

Broad Generalization: The contracting family's use of the developmental tasks may result in the smooth transition through the various stages.

Concept A: Families as launching centers.

Objective A: Appraisal of problems that occur during the launching phase of the family life cycle.

Generalization: During the launching years the reorganization of the family will result in a continuing unit while releasing the young adults into lives of their own.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The launching family phase begins with the first child leaving home and ends when the last child becomes independent.	Define terms—launching contracting family intergenerational family	
There are changes in responsibilities as family membership changes.	Read material on housing changes, financial adjustments, responsibility re-alignment, widening the family circle, developmental tasks of family members.	
	Comprehension	
The financial and housing demands are dependent upon the varied activities of the family members.	Discuss and list possible effects each of the above has upon the family	Discussion on effects of family change to the individual.
	Compile check sheet to use in neighborhood poll asking questions about:	
Each stage of the family life cycle brings new roles, problems, satisfactions, adjustments, and relationships to family members.	Ages of children—location of children Reasons for absence Changes in responsibility division—how accomplished	
Changes in family membership affect the socio-psychological relationships.	Changes in budget Changes in housing arrangements	
	Application	
The psychological make-up of the family determines the socio-economic decisions made.	Using the neighborhood poll, compile figures to show nature of the problems. Compare results to information available in reference material.	Comparison of poll results to other surveys.
	Read a story concerning problems parents face when child leaves.	
	Identify emotions shown in story.	
	Analysis	
	Review **Their Mothers' Sons**, Edward Strecker, and **Generation of Vipers**, Phillip Wylie, with special attention to "momism." Write a paragraph on "momism" in contemporary American culture.	Paragraph.
	Read **Father of the Bride**, Edward Streeter. List hazards this father felt in letting his daughter marry. Consider possible effects on her future life.	
	Compare the character of Young Apley in John G. Marquand's **The Late George Apley** to that of Sammy in Budd Schulberg's **What Makes Sammy Run?**	
	What patterns are illustrated? Compare how each accomplishes the developmental tasks of young adulthood.	
	Write a paper on "A parent's influence on choice of life mate." Compare effects of those who try to control too much to those who do not seem to be concerned enough.	Grade paper.
	Analyze situations or case studies through class discussion on choice of marriage partner. Examples	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	can be found in **Family Development** by Evelyn Duvall.	
	Debate pro and con the question of parental subsidy of married children.	
	Synthesis	
The psychological socio-economic solutions will determine the ease of transition of the family through the launching phase.	Write autobiography outlining specific factors in life history that played a direct or indirect part in choice of vocation or plans for the future.	
	Evaluation	
	Write a paper arguing for or against: "Successful transition of the family through this stage is the responsibility of the total family" or "There are more intra-family conflicts at this stage than at any other stage of the family life cycle."	Grade paper.

Concept B: Importance of adjustment during the middle years.

Objective B: Appraisal of problems that occur during the middle years of the family life cycle.

Generalization: Satisfactory adjustment during this phase will result in successful accomplishment of the developmental tasks of this stage of the family life cycle.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The middle years of the family usually start with the departure from the home of the last child and continue until the retirement of husband or death of one spouse.	Read to identify: 1. Patterns of family organization. 2. The possibility of long length of typical middle years phase or abrupt termination by death of spouse 3. Developmental tasks of both family members—also joint tasks.	
	Collect cartoons exemplifying this phase.	
	Build bulletin board theme around activities of marriage partners during this phase.	Grade participation.
Some changes such as the gradual aging process, setting children free to live their own lives, acceptance of new family members, are disturbing to the relative calm of this phase of family cycle.	Identification of terminology specifically related to this phase—menopause. Have nurse discuss menopause and its meaning for the woman—family. Identify health problems peculiar to this age. Invite middle-aged woman to discuss problems of being mother-in-law. Follow up with problems of being daughter-in-law.	
	Comprehension	
Some of the changes in the family are: Lessened demand on income, increased leisure time, and changes in daily routines which result in tightening relationships between husband and wife.	Interpret the developmental tasks of the husband and wife in relation to the supportive function. Discuss any that are conflicting. Discuss how these would be changed if spouse died during this stage of life.	Grade participation.
	Application	
Fewer family demands enable the husband and wife	Set up ideal program for a husband and wife to follow to fulfill suggested needs in these areas:	Grade assignment.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
to fulfill own needs for personal satisfactions, increase participation in community affairs, unify home responsibilities, and provide for financial security for old age.	1. Personal satisfactions 2. Community activity 3. Unification of home responsibility 4. Financial security for now and later	
	Investigate community activities in own town. Interview chairman of volunteer activities to find out qualifications needed to be a volunteer.	Grade participation.
	Analysis	
Clear and mutually satisfying relationships between husband and wife, between couple and their children's families, between couple and own brothers and sisters, and between couple and parents affect the psychological and social adjustments of this period.	View film, "The Yellow Leaf," McGraw-Hill, from point of view of children. Discuss attitudes as shown and decide if there are other ways to handle similar situations.	
	Discuss case histories involving problems of relationships between: 1. Husband — wife 2. Parent — child 3. Husband/wife — aged parent 4. Husband/wife — brothers and sisters and their in-laws	Grade participation.
	Synthesis	
Satisfactory adjustment will result in successful accomplishments of developmental tasks of this stage of family life cycle.	Write a memo to self outlining ideal program for middle years of own life. How will it differ from a middle-aged person of your acquaintance? How can you start young to determine this?	
	Evaluation	
	Make up a check list of attitudes showing adjustment or lack of adjustment to this period. Write it in style of quiz in Sunday paper magazine.	Grade check list.

Concept C: Problems of the aging family.

Objective C: Appraisal of the problems that occur during the aging phase of the family life cycle.

Generalization: Successful completion of the developmental tasks will result in a happy, well-adjusted life during this final stage of the family life cycle.

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Knowledge	
The aging family phase begins with the retirement of the man and ends with the ultimate death of both of the partners. This phase includes the socio-economic and psychological adjustments that occur upon the death of one of the marriage partners.	List developmental tasks of the aging family. Define: Supportive, bereavement. List various reasons for retiring. List ways of finding new means of adding purpose to life. View film, "Steps of Age," National Association for Mental Health. Shows emotional unpreparedness of couple and later of surviving widow to meet changing life. Identify areas of unpreparedness. List factors involved in the adjustment to the loss of a marriage partner.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
The single aged person has an independent role to play in solution of problems of this stage of the family life cycle.	Visit a retirement home.	
The supportive role of each of the marriage partners is additionally important for this particular phase of the family life cycle.	**Comprehension** Questions for discussion: 1. When is a person aged? 2. Why do we think only of old age and the aged when we speak of retirement? 3. Why is it so hard for young adults to think seriously of this age? 4. Should people ever plan for retirement before compulsory age? 5. What are some preparations the couple should make together to make possible death of a spouse an easier adjustment? Write a paragraph—choose from topics: Age is a matter of viewpoint as well as years lived. "Old" person is the same unique self with a few added years. "Live as long as you can" is a goal in life. Discuss the appropriateness of activities for spending time and finding meaning in life. Discuss the responsibilities of grown children to their aged parents. Buzz groups—Why might an older person have difficulty in adjusting to the loss of a partner? Discuss the aging process in order to understand the gradual changes which occur in people and the evidences of these changes.	
Adjustment to retirement reflects the achievement of developmental tasks of preceding stages of life.	**Application** Study trip to geriatrics ward of mental hospital. Have psychologist discuss senility — causes and effects. Using characteristics of the aging person, compile a list of activities suitable and stimulating to the aging person. Discuss why different generations would have difficulty living together. **Analysis** Write paragraph on suggestions for family relations that may help in prevention of early senility. Analyze case studies of aging people, and list their adjustments. Develop an activity and work schedule for class to work as helpers at the nursing home or retirement home. Share and evaluate experience. Read material on housing for older people. Write summary of your findings in form of recommendations.	

CONTENT	EDUCATIONAL EXPERIENCES	IDEAS FOR EVALUATION
	Read novel dealing with older persons. Analyze the situation. Comment on the solution as followed in the novel.	
	Synthesis	
Successful completion of the developmental tasks will result in happy, well-adjusted life during this final stage of the family life cycle.	Write a two or three page final paper showing the sequence of tasks through the final three stages of the family life cycle.	Test on the entire family life cycle. Test understanding of the relationship of the developmental tasks of the cycle.

APPENDIX

References and Teaching Aids

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Agricultural Extension Service, Audio-Visual Catalog, Institute of Agriculture, University of Minnesota, St. Paul, Minnesota 55101
- Directing Your Dollars — 62 slides
- Your World and Money — filmstrip

American Home Economics Association, 1600 20th Street N.W., Washington, D.C. 20009
- List of Films on Family Relations and Child Development — 50¢

Association Films, Inc., 347 Madison Avenue, New York, New York 10017
- For Some Must Watch — 28 min.
- Life Insurance, What It Means, How It Works — 14 min.
- Measure of a Man — 27½ min.
- Suffer Little Children — 13½ min. (adoption)

Audio-Visual Extension Service, Educational Motion Pictures Catalog, University of Minnesota, 2037 University Avenue S.E., Minneapolis, Minnesota 55455
- Brotherhood of Man — 10 min.
- Choosing for Happiness — 14 min.
- Families First — 17 min.
- The Family — 18 min.
- Family Circles — 31 min.
- Have I Told You Lately That I Love You — 16 min.
- He Acts His Age — 13 min.
- Heredity and Prenatal Development — 23 min.
- Man and His Culture — 15 min.
- Marriage Is a Partnership — 15 min.
- Marriage Today — 22 min.
- Most for Your Money — 14 min.
- One Love — Conflicting Faiths — 27 min.
- Preface to Life — 29 min.
- Roots of Happiness — 25 min.
- Social Development — 16 min.
- Worth Waiting For — 28 min.

Audio-Visual Extension Service, Tape Laboratory Bulletin, University of Minnesota, 2037 University Avenue S.E., Minneapolis, Minnesota 55455
- Developing Moral and Spiritual Values
- Emotional Stability
- The Father's Role in the Family
- Heredity and Environment
- Problems of Adolescence

Canadian Film Institute, 1762 Carling Avenue, Ottawa 13, Ontario, Canada

Coronet Films, Coronet Building, Chicago, Illinois 60601

Department of Child Development and Family Relationship, Cornell University, Ithaca, New York 14850
- A Handbook on the Selection and Use of Family Life Films

Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois 60091

Eye Gate House, Inc., Filmstrip Catalog, 146-01 Archer Avenue, Jamaica, New York 11435
- Fundamentals of Thinking — $30.00 for a series of 9

H. J. Heinz Co., Box 57, Pittsburgh, Pennsylvania 15230

McGraw-Hill Book Co., Text-Film Department, 330 West 42nd Street, New York, New York 10036

Mental Retardation Division, Public Health Service, Department of Health, Education, and Welfare, Washington, D. C. 20201
- Handle with Care (film on mental retardation)

Minnesota Association for Mental Health, 807 13th Avenue South, Minneapolis, Minnesota 55404

Minnesota Department of Health, Catalog of Health and Safety Films, State Board of Health Building, University of Minnesota, Minneapolis, Minnesota 55440
- Alcohol and the Human Body — 15 min.
- Early Marriage — 25 min.
- Heredity and Environment — 10 min.
- Human Heredity — 18 min.
- The Innocent Party — 17 min.
- Marriage Is a Partnership — 15 min.
- Search for Serenity — 20 min.
- Toward Emotional Maturity — 11 min.
- Understanding Your Emotions — 13½ min.
- Worth Waiting For — 28 min.
- You and Your Parents — 13½ min.

Minnesota Department of Public Welfare, Film Library, Centennial Building, St. Paul, Minnesota 55101
- Selling One Guy Named Larry (film on mental retardation)

Modern Talking Picture Service, 3 East 54th Street, New York, New York 10022
- Every Seventh Family — 26 min. (credit)
- Harvey Dilemma — 20 min. (savings and home loan financing)
- Til Debt Do Us Part — 14 min.
- Yours to Keep — 27 min. (money management)
- Film Guide: Pocket Guide to Free Films

National Association for Mental Health, 10 Columbus Circle, New York, New York 10019

National Association for Mental Health, Catalog of Selected Films, 614 Davis Street, Evanston, Illinois 60201

National Film Board of Canada, International Building, 680 5th Avenue, New York, New York 10019

New York State Department of Commerce, Film Library, 28 Howard Street, Albany, New York 12207

Protestant Center, Religious Film Library, 122 West Franklin, Minneapolis, Minnesota 55404
- Should I Marry Outside My Faith? — 30 min.
- Film Guide: Audio-Visual Resource Guide

Social Security Administration, 175 Aurora Avenue, St. Paul, Minnesota 55103

Promotion Department, WCCO Television, Minneapolis, Minnesota 55402
- Unwed Mothers

Young America Films (McGraw-Hill Book Co.), 330 West 42nd Street, New York, New York 10036
- Home Management: Why Budget — 10 min.

ADDITIONAL RESOURCES FOR FAMILY RELATIONSHIPS AND CHILD DEVELOPMENT

* Request Publication List

American Bankers Association
Savings and Mortgage Division
12 East 36th Street
New York, New York 10016
Personal Money Management — 50¢ (teachers may usually secure a free copy)

The American Institute of Family Relations
5287 Sunset Boulevard
Los Angeles, California 90027
*Publications List

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610
*AMA Health Information Material — Catalog
*Order blank for new series of sex education publications

American Social Health Association
1790 Broadway
New York, New York 10019
Family Life and Family Life Education: Selected and Annotated Readings (free)
Family Life Education — An Opportunity for Psychological Instruction — 20¢
Family Life Education Contributes to the Preparation of Teachers — 20¢
Family Life Education in the Communications Field — 20¢
The Guidance Worker and Family Life Education — 20¢
Guides for Strengthening Family Life (free list of guides available)
Sex Role and Identity in Adolescence — 10¢
The Social Scientists' Stake in Teaching Marriage and Family Relations — 20¢
Teaching Family Life Education — $1.00
To Those Who Teach — An Invitation and a Challenge (free)

The American Toy Institute
200 5th Avenue
New York, New York 10010
List of publications which includes:
- Children Need Toys
- How to Choose Toys
- How to Choose Toys for Convalescent Children
- Make Room for Toys
- Toys and the Hospital Nurse

Association for Childhood Education International
3615 Wisconsin Avenue N.W.
Washington, D.C. 20016
Art for Children's Growing
Creating Materials for Work and Play
Creative Dramatics — Ages 7-12
Music for Children's Living
Nursery School Portfolio
Plays — Children's Business
*Publications and Membership Information
*Selected Bibliography for Parents

Changing Times
The Kiplinger Magazine
1729 H. Street N.W.
Washington, D.C. 20006
Changing Times — Magazine subscriptions at $6.00 per year

Child Study Association of America, Inc.
9 East 89th Street
New York, New York 10028
*Publications to help parents

Child Welfare League of America, Inc.
44 East 23rd Street
New York, New York 10010
Child Welfare League of America Standards
Meeting the Needs of America's Children
*Publications List

Childcraft Equipment Co., Inc.
155 East 23rd Street
New York, New York 10010
*Catalog on Toys That Teach

Christian Children's Fund
China Building
Richmond, Virgina 23204
Wood and Clarke. Children's Games Around the World. 1963. $1.00

Commercial Credit Co.
Educational Division
Baltimore, Maryland 21202
Using Installment Credit

Creative Playthings, Inc.
Princeton, New Jersey 08540
*Catalog on Environments for Child Growth

Department of Health, Education, and Welfare
Children's Bureau
Superintendent of Documents
Washington, D.C. 20402

Department of Public Welfare
Centennial Building
St. Paul, Minnesota 55101
Minnesota Directory of Day Care Programs
Minnesota's Mental Health Program in Perspective
A World of the Right Size (teaching tool on the subject of retarded children)

*Department of Sociology
University of Oregon
Eugene, Oregon 97403
Family Life Coordinator — Periodical subscriptions at $3.00 per year (contains research data)

*Educational Division
Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Catalog of Teaching Aids (free)
A Date with Your Future (free)
Handbook of Life Insurance (free)
Moderns Make Money Behave (free in classroom quantities)
Tips for Teaching Health Insurance and Life Insurance
Topics — Periodical for teachers (request to be on mailing list)
Filmstrips:
- The Dollar Series — Set of 3 on loan or for $3.00 each (teen-age money management problems)
- Marriage and Money — $3.00 or loan

Epilepsy Foundation
1729 F Street N.W.
Washington, D.C. 20006

Family Service Association of America
215 4th Avenue
New York, New York 10003
  Frankiel, Rita V. **A Review of Research on Parent Influences on Child Personality.** 1959. 65¢

Gerber Products Co.
Fremont, Michigan 49412
  Foods for Baby
  How Does Your Baby Grow
  Infant Nutrition
  Sitting Safely

The Guidance Center
81 Center Avenue
New Rochelle, New York 10801
  Three Plays Dealing with Children at Different Stages of Growth—50¢

Health Insurance Institute
499 Madison Avenue
New York, New York 10022
  A B C's of Health Insurance

Human Relations Aids
104 East 25th Street
New York, New York 10010
  *HRA Packet

Insurance Information Institute
110 William Street
New York, New York 10038
  A Family Guide to Property and Liability Insurance
  Filmstrips:
    Automobile Insurance
    Patterns for Protection (home insurance)

Internal Revenue Service
United States Treasury Department
Washington, D.C. 20225
  Federal Income Tax — Student Handbook No. 21 (free)
  Federal Income Tax — Student Handbook No. 27 (free)

Joseph Kennedy, Jr. Foundation
1411 F Street N.W.
Washington, D.C. 20005

Merrill, Lynch, Pierce, Fenner and Smith
70 Pine Street
New York, New York 10005
  How to Invest in Stocks and Bonds

The Merrill-Palmer Institute of Human Development and Family Life
71 East Ferry Avenue

Detroit, Michigan 48202
  Haupt and Osborn. **Creative Activities.** $1.50
  The Teaching of Infant Development — $1.50

Minnesota Association for Mental Health
807 13th Avenue South
Minneapolis, Minnesota 55404
  *Publications about Children and Adolescents
  *Special Listing of Mental Health

Minnesota Association for Retarded Children
6315 Penn Avenue South
Minneapolis, Minnesota 55423

Minnesota Department of Health
State Board of Health Building
University of Minnesota
Minneapolis, Minnesota 55440
  *Request list or set of publications

Money Management Institute
Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601
  Money Management Library: (15¢ each or $1.50 a set)
    Children's Spending
    For Young Moderns
    Your Automobile Dollar
    Your Budget
    Your Clothing Dollar
    Your Equipment Dollar
    Your Food Dollar
    Your Health and Recreation Dollar
    Your Home Furnishings Dollar
    Your Savings and Investment Dollar
    Your Shelter Dollar
    Your Shopping Dollar
  Money Management Filmstrips: ($1.50 each or $6.00 a set)
    Focus on Food Dollars
    Managing Your Clothing Dollars
    A New Look at Budgeting
    Your Money's Worth in Shopping
    Your World and Money
  Your Guide for Teaching Money Management — 15¢

National Association for Mental Health, Inc.
10 Columbus Circle
New York, New York 10019
  *Catalog of Selected Films
  *Publications and other materials

National Better Business Bureau, Inc.
405 Lexington Avenue
New York, New York 10017
  Facts You Should Know — $1.00

*National Committee for Education in Family Finance
488 Madison Avenue
New York, New York 10022
  Free and Inexpensive Teaching Materials
  Playlets:
    Budget or Bust
    Let the Dollar Help
  Teaching Family Finance More Effectively — 50¢

National Conference of Christians and Jews
43 West 57th Street
New York, New York 10019
  *Human Relations and Audio-Visual Materials Pamphlet

National Consumer Finance Association
1000 16th Street N.W.
Washington, D.C. 20036
  Basic Principles in Family Money and Credit Management
  Consumer Credit
  Money and Your Marriage

*National Council on Family Life
1219 University Avenue S.E.
Minneapolis, Minnesota 55414
Annotated Bibliography of Family Life Literature and Films — $1.25
Journal of Marriage and the Family — Periodical subscriptions at $10.00 per year

National Institute of Neurological Diseases and Blindness
National Institute of Health
Bethesda, Maryland 20014

National Society for Crippled Children and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612
Johnson, Wendell. **Toward Understanding Stuttering.** 1959. 25¢
Spock, Benjamin. **On Being a Parent of a Handicapped Child.**
Publications Catalog

New York Stock Exchange
11 Wall Street
New York, New York 10005
You and the Investment World (series of 11 bulletins)

Occu-Press
489 5th Avenue
New York, New York 10017
*List of Socio-Dramas

Planned Parenthood—Minnesota Project
803 Hennepin Avenue
Minneapolis, Minnesota 55403

Play Schools Association, Inc.
41 West 57th Street
New York, New York 10019
Brief Encounters in Family Living 1959. (Ten Family Life Stories)

Public Affairs Committee
381 Park Avenue South
New York, New York 10016
*Pamphlets (covering family life, social problems, intergroup relations, and health and science) which include:
  Building Your Marriage — 25¢
  Coming of Age: Problems of Teen-Agers — 25¢
  A Guide to Consumer Credit — 25¢

  Three to Six — 25¢
  Too Young to Marry? — 25¢
  Your Child's Sense of Responsibiilty — 25¢

Publications Office
National Association for Education of Young Children
104 East 25th Street
New York, New York 10010
Young Children — Magazine subscriptions at $3.50 per year

School Health Bureau
Metropolitan Life Insurance Co.
1 Madison Avenue
New York, New York 10010
or
600 Stockton Street
San Francisco, California 94108
*Request set of publications

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
*SRA Catalog

Social Security Administrator
Use address of local office
Your Social Security — Kit of Teaching Aids

Superintendent of Documents
United States Government Printing Office
Washington, D.C. 20402
*Children's Bureau Publications Catalog (free)
Mead, Margaret. **A Creative Life for Your Children.** 1963. 35¢
Food for the Young Couple — G85
A Guide to Budgeting for the Young Couple — No. 98 — 10¢
When Teenagers Take Care of Children — 25¢

United States Savings and Loan League
221 North LaSalle Street
Chicago, Illinois 60601
The Story of Modern Home Financing

University of Minnesota
Agricultural Extension Service
Institute of Agriculture
St. Paul, Minnesota 55101
Do Teenagers Need Families — No. 4-H M 131
Engagement — No. 4-H M 132
Food for Young Children
Going Steady — No. 4-H M 120
Guiding Your Child in the Home
Mental Health — Its Foundations in Childhood
The Middle Years of Childhood
School Bells or Wedding Bells — No. 4-H M 128